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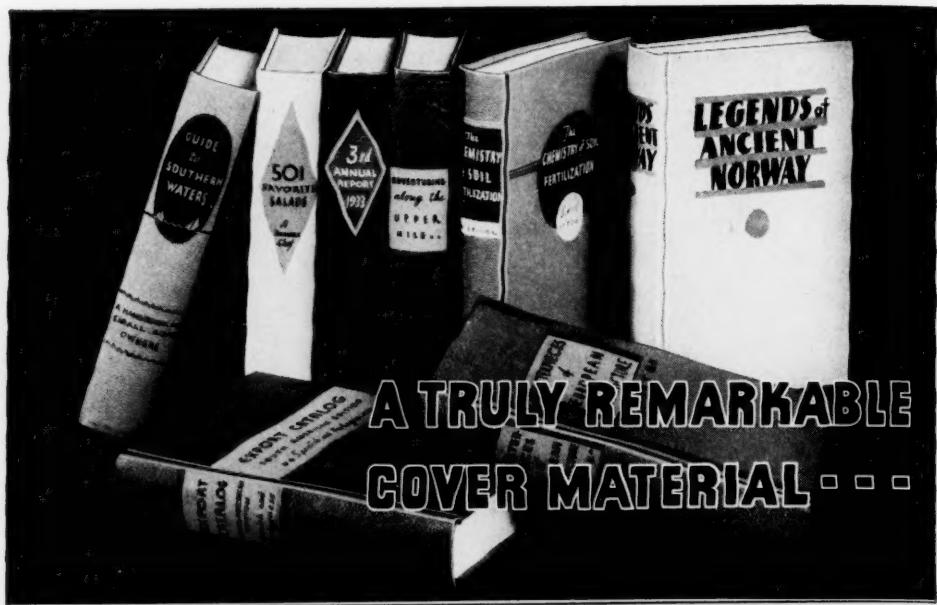
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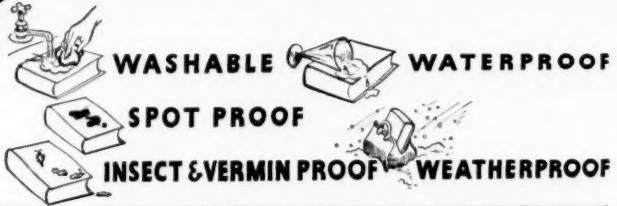
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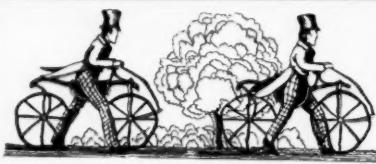
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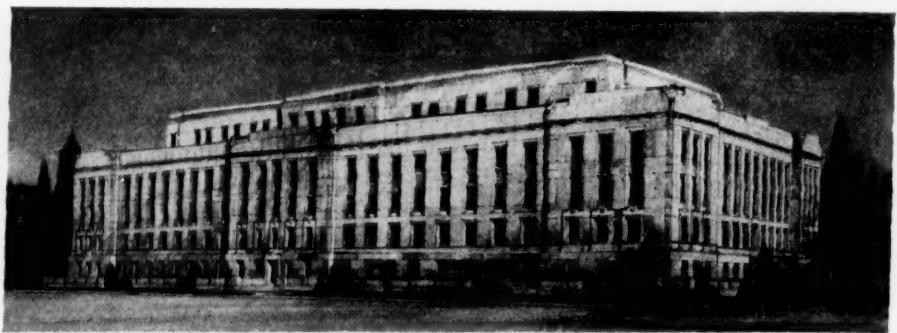
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Forthcoming Issues of THE LIBRARY JOURNAL

Through the courtesy of F. W. Faxon we are able to present photographs of all of the A.L.A. Presidents to date. Miss Hazeltine of Wisconsin Library School kindly supplied the photograph of N. D. Hodges. An article on the progress of foreign libraries was planned for this number but, unfortunately, it failed to materialize.

November 1 will be the Children's Book Week Number with articles on: "How the Public Library Can Cooperate with Parents," by Persis Leger, Redlands, Cal.; "Library Work with Boys and Girls in the Province of Quebec," by Violet M. MacEwan, Montreal, Canada; "Human Side of Library Work with Foreign-Born Children," by Irene Smith, Brooklyn, N. Y.; and "How the School Libraries Are Meeting the Challenge of the Times," by Florence Baker.

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The Development Of Research In Relation To Library Schools

By LOUIS R. WILSON

Dean of the Graduate Library School, University of Chicago

TO THE student of any phase of library development in America since 1876, the achievements of the founders of the American Library Association during its first decade and a half were tremendously significant. An association was established, a professional journal was founded, two classification schemes and a body of library cataloging rules were worked out, the essential foundation for library training was clearly visualized and plans for providing it were incorporated in a library school, and an establishment for the manufacture of library furniture and supplies for library purposes was satisfactorily organized and put into operation. Although the original founders were not investigators in the sense in which that term is used today, their achievements grew out of intense application to problems with which they were confronted and librarianship advanced accordingly and was placed under lasting obligation to them.

This paper, owing to the strict limitations placed upon it, is not concerned with the studies

of these founders, nor with the significant studies and labors of many of their successors which have resulted in the steady advance of librarianship in America. It is concerned specifically with the development of research in the field of librarianship as influenced by the establishment and growth of American library schools during the past forty-six years.

An article concerning the investigations carried on by the Chicago Graduate Library School will be prepared later in the year by Dr. Wilson and published in THE LIBRARY JOURNAL.

I. The Development of Library Schools

Once the American Association had been successfully founded, a second stage of the development of the American library may be associated with the establishment and growth of library schools. In 1887 Melvil Dewey opened the first library school at Columbia University. Two years later he moved it to Albany and in 1926 it returned to New York to be merged at Columbia with the library school of the New York Public Library. In 1890 Pratt Institute opened a second school. From that date to the present the number of schools has steadily increased. Today twenty-six accredited and provisionally ac-

credited, and eighteen unaccredited schools are in operation and offer courses and programs of work of thirty semester hours or more. Thirty-five of the forty-four reported a total enrollment of 1,636 in 1931-32, and the enrollment in the summer session alone in 1932, when the summer school movement reached its peak, was 4,111 for eighty of the more than one hundred institutions offering summer courses.

Significant aspects of the development of library schools are easily recognizable. The organization of the American Association of Library Schools in 1915 may be set down as one of the most important of these. Through this organization ten of the fifteen then-existing schools undertook to formulate general standards for their conduct and set for themselves educational and professional objectives which they undertook to attain. Although the Association was not able to formulate and carry into effect an extensive body of rules for the guidance of its members, it brought instructional procedure under constant review, cultivated a professional attitude toward the problems of librarianship, and materially shaped the modern conception of librarianship as a profession. Its influence has been continued until the present, and, as indicated later in this paper, it is giving serious attention to the development of investigation in the field of library science.

A second step in clarifying and advancing the conception of what should constitute a proper basis for training for librarianship was taken by the Carnegie Corporation through the study made by Dr. C. C. Williamson of the library training agencies. After careful investigation of the then-existing library schools, Dr. Williamson reported in 1923¹ that their requirements for admission varied greatly with respect to the educational attainments of their prospective students; their curricula showed little agreement as to the relative importance of the subjects they embraced; and the status of library school faculties with respect to the training, compensation, and teaching schedules of their members, was not comparable to that of faculties of other professional schools in America. On the basis of these findings, he recommended that if possible library schools should be connected with universities; that their staffs should contain a high percentage of full-time instructors chosen for distinction in training and ability; that the first year of study should be general and basic; that specialization should be reserved for the second and third years; and that a national examining board should be created to pass upon the credentials of library school graduates and to formulate requirements concerning library training in general.

The American Library Association contributed further to this development through the work of its Temporary Library Training Board and the Board of Education for Librarianship. Beginning in 1923 the former board visited all existing schools, studied the organization of their curricula, equipment, and methods of instruction, and recommended to the American Library Association the establishment of a permanent board which should concern itself with library school development. The later board after two years of visitation and study presented for adoption by the Council in 1926 a series of minimum standards to be met by library schools before they could receive official accreditation from it. The adopted standards emphasized the following important aspects of training for librarianship: (1) schools or departments engaged in training were to be parts of degree-conferring institutions; (2) the director and staff were to be on a basis comparable to that of other officers and staff members of the institution with which the school was connected; (3) a well-balanced program of studies was to be formulated; (4) a well-conceived teaching schedule was to be followed; (5) a separate budget adequate for personnel and equipment was to be provided; (6) and students were to be selected on the basis of personality and academic attainment. Through these special requirements the organization and procedures of the library school were clearly defined, both for the universities administering them and for the library school staffs, and the professional nature of librarianship was given additional clarification.

Two other incidents to be noted in this development from 1925 to 1931 were the acceptance by universities of the recommendation that library schools become integral parts of university organizations and the recognition by educational foundations of the importance of providing financial assistance to make possible the close integration of library schools with universities. The merging at Columbia of the New York State Library School and the School of the New York Public Library; the transfer to Emory University of the Carnegie Library School of Atlanta; the establishment of library schools or departments of library science at the Universities of Michigan, North Carolina, Minnesota, Louisiana, and Denver,—all took place in a half decade; and in 1925, the year preceding the beginning of this development, the Carnegie Corporation set aside for ten years the income on \$1,000,000 for the aid and support of schools already existing and for the establishment of new schools. Grants in addition to the income from this fund were made by it for the establishment of the Graduate Library School at the University of Chicago, the library school of the University of North Carolina, and library schools of McGill

¹ Williamson, C. C. *Training for Library Service*. N. Y. 1923.

University and of Hampton Institute. The General Education Board assisted George Peabody College and the University of Louisiana in the establishment of schools, and the Rosenwald Fund provided scholarships for the schools at Emory and Hampton.

During this period the organization and scope of the curricula of the schools underwent significant changes which, as will be shown later, distinctly influenced the subsequent development of investigation. Prior to 1926, when the New York State Library School was discontinued, the degree of B.L.S. had been given upon the completion of two years of study at Albany and at the University of Illinois. Following the transfer of the New York State Library School to New York City, the library schools of Columbia and Illinois began to offer the master's degree upon the completion of the two-year curriculum and organized their work more nearly in accord with that of other departments. California, Michigan, Peabody, and Western Reserve, began to offer second year work leading to the master's degree. In the case of the last two institutions, the master's degree was offered for work in special rather than general fields. The Graduate Library School of the University of Chicago was opened in 1928 and from the beginning offered work leading to the doctorate. In all of these instances closer integration with the institutions of which they were a part has been the aim which, in the case of several institutions, has been successfully achieved.

II. The Organization of Facilities for Research

During the period in which the library school has attained its present status, progress has been made in the organization and development of facilities for investigation. This has been evidenced in a number of ways. First of all, closer integration with universities and intimate association with other departments have tended to emphasize both the methods and the importance of investigation. The formal requirements of graduate schools concerning the master's degree have been carried over into departments of library science and library schools, and term papers of significance and theses have become fixed requirements for the degree. More important still, the spirit of investigation which has given distinction to the work of other departments has made itself felt by faculties and students alike and given point and direction to research in the library field.

In the second place, the period between 1925 and 1931, when many of the schools were established or re-organized, was one in which larger funds were available for library school purposes than ever before. By means of substantial financial assistance provided by the universities or educational

foundations, the schools were able to strengthen their faculties and to reduce in other ways the disparities which had previously existed between their staffs and equipment and the faculties and resources of other schools or departments.

In the third place, signal recognition has been given to the fact that if investigation is to be prosecuted successfully in the library field, it must be supported as investigation in other fields is supported. While scholarships and fellowships had been provided earlier by various library schools, the first significant recognition of this nature was given by the Graduate Library School in the establishment of three fellowships for graduate students in 1928, and by the Carnegie Corporation in the establishment of ten to fifteen American Library Association fellowships in 1929. Through these fellowships a number of librarians have been enabled to continue their studies on a basis comparable to that of students in other fields. Emphasis upon the necessity of providing this sort of assistance was urged by the Board of Education as early as 1927, and lists of scholarships and fellowships open to librarians from these and other sources has been a regular feature of its annual reports since that date.

The importance of investigation has received recognition and support in still other quarters. I refer, in this instance, to the appointment of the Committee on Research of the American Association of Library Schools, of the Advisory Board for the Study of Special Projects of the American Library Association, and of the organization of the Association of Research Libraries. These organizations have been perfected recently and have as their objectives the definition and study in an orderly fashion of the various problems demanding consideration in the library field, and the building up of source materials for research in this field and for the benefit of scholars in general.

The successful organization for the prosecution of purposeful investigation must of necessity include two other activities—the collection of data or preparation of source materials which will serve as a basis for investigation, and the provision of means for publishing the findings. Fortunately both of these matters have received appropriate consideration. The Advisory Board of the Carnegie Corporation on College Libraries, in its survey of the library movement in liberal arts colleges from 1929 to 1932, brought together an extensive body of material on the college library which is still sufficiently recent in date for investigational purposes. The American Library Association has assembled a steadily increasing volume of data through its committees on salaries, statistics, and insurance; through annual reports from public and institutional li-

braries; through the A.L.A. Survey; and through the special committees and boards charged with adult education, library extension, education for librarianship, etc. At the same time the Graduate Library School of the University of Chicago has built up a rapidly increasing body of data dealing with such subjects as community reading, the distribution of library facilities in communities of varying sizes, and the reading of college and university students through dormitory libraries and the libraries of colleges in the North Central Association. *The Library Quarterly*, made possible through a grant from the Carnegie Corporation, was established in 1931 as a medium for the publication of the results of investigation, and a series of studies in library science has also been begun by the Graduate Library School for the publication of the results of investigations too long to be included in *The Library Quarterly*.

Not only have beginnings been made in assembling source materials and publication, but a similar beginning has been made in providing for effective direction of research and the utilization of library school staffs for investigation. The School of Library Service of Columbia University has announced the appointment of a research associate to its staff; a member of the staff of the Department of Library Science of the University of Michigan spent the spring of 1933 studying education for librarianship in Europe; and the Graduate Library School of the University of Chicago, through cooperation with the Research Committee of the Social Science Division of the same University, the Committee on Adult Reading of the American Association for Adult Education, the Committee on Standards of the North Central Association, and the Carnegie Corporation, has been enabled to begin extensive investigations in four important fields. In these various and important ways, therefore, organization for research in the library field has assumed definite form and gives promise of effective development in the future.

III. The Relationship of Research to Library School Development

The relation of the development of research to the development of American library schools is easily recognizable and follows it closely. At the outset, the library schools were concerned specifically with technical training. Accordingly, the work leading to the B.L.S. degree was almost exclusively technical. At the New York State Library School, where a two year course in library science was first offered and the B.L.S. degree was awarded, the paper or thesis required upon the completion of the course usually took the form of a bibliography. The many lists thus prepared attest the application of students in this activity. In 1905, the first M.L.S. de-

gree was awarded at Albany and in the twenty-one years before the school was transferred to Columbia, eleven such degrees were given. In every instance one of the requirements to be complied with was that the recipient of the degree should make a contribution to library science or library history in printed form. The publications, *United States Government Documents*, by J. L. Wyer, and *Library Building Plans*, by W. R. Eastman, in 1905 and 1907, respectively, headed the list of studies completed in meeting this requirement, and *Instruction in the Use of Books and Libraries*, by Lucy E. Fay and Anne T. Eaton, closed the list in 1926.

With the change in organization in library schools due to their connection with universities, the nature of the master's thesis required by them has undergone further change. The list of 148 theses accepted by library schools in the United States from June 1928 to June 1932, and reviewed by Douglas Waples in *The Library Quarterly* for July, 1933, reflects this change. The subjects discussed, instead of being largely bibliographical, as had been true in the case of the papers previously prepared under the B.L.S. and M.L.S. order, showed a wider spread of interests, though they did not cover what may well be conceived as the entire present-day field of librarianship. The subjects were distributed as follows: Description of current library practice, 41 or 27 per cent; bibliography, 32 or 22 per cent; history and survey of libraries, 22 or 15 per cent; printing, 13 or 9 per cent; library training and personnel, 12 or 8 per cent; library organization, 11 or 8 per cent; all others, 17 or 11 per cent. Subjects in the library field investigated by students in other departments or universities in 1930 and still others suggested by librarians for consideration by the American Library Association and referred by it to the Advisory Board for the Study of Special Projects,² embraced other subjects with special emphasis upon matters of financial support, administrative relationships with governmental agencies, and the social and educational implications of library service. In this respect it has become evident that investigation in the field of librarianship must concern itself not only with the problems that have received consideration by library schools and practicing librarians, but with problems of an educational and social nature as well, which profoundly affect the present-day usefulness of the library as an institution devoted to the enrichment of American life.

IV. The Future of Research in Library Science

What the nature of the future of investigation in the library field is to be has been foreshadowed

² See "Proposals Submitted to the American Library Association for Study and Investigation" in *The Library Quarterly* for October, 1933.

above. Fundamental to its successful development is adequate support of departments and schools of library science on the part of American universities. Accompanying this, there must be close integration with the programs of study and investigation of other departments and schools of the universities, constant contacts with the best library practice in the field, increased provision of fellowships for advanced students, generous grants and endowments for research purposes, including publication and chairs for research professors, and a point of view on the part of library school faculties which will insure consideration of the educational and social implications of library service broadly conceived. There must also be recognition of the fact that there is a difference between the service study and the survey on the one hand, which have as their objec-

tive the solution of some immediate problem or the assembling of specific information bearing upon a given subject, and fundamental research concerned with principles and scientific procedures on the other. In this respect research in the library field must approximate the spirit and scientific method of research in the older disciplines.

The achievements of the founders of the American Library Association in 1876 were highly significant. The work of their successors has likewise been notable. However great this combined achievement may have been, it is not too much to think that it may be given new direction and greatly enriched if, through investigation, the library is shaped to new and more socially significant service.

John Cotton Dana's
Twelve Famous Rules
About Reading

- 1 Read
- 2 Read
- 3 Read some more
- 4 Read anything
- 5 Read about everything
- 6 Read enjoyable things
- 7 Read things you yourself enjoy
- 8 Read, and talk about it
- 9 Read very carefully,—some things
- 10 Read on the run, most things
- 11 Don't think about reading, but
- 12 Just read

A Century Of Progress In Library Work With Children

By EFFIE L. POWER

Director of Work with Children, Cleveland, Ohio, Public Library

THE RECENT centenary celebration in Peterboro, New Hampshire, of the opening of the first free library in America to be supported by taxation, brings to mind the list of claimants to the first children's library. Kane's *Famous First Facts* gives the honor to Dublin, New Hampshire, and the date in 1822. The honor is also claimed for the children's library founded in 1835 in the town of West Cambridge (now Arlington), Massachusetts, by a bequest from Dr. Ebenezer Leonard in memory of his teaching days as a young Harvard student. This library was in charge of Mr. Dexter, a hatter by trade:

"Uncle" Dexter would make hats during the week, and on Saturday afternoons open the library for the children. Three books were the limit for a family, and they could be retained for thirty days. That the books were actually read by the children is vouched for by those who remember the library from its beginning. Even free access to the shelves was permitted for a while. But we come to a period, later, when the by-laws declare, "No person except the librarian shall remove a book from the shelves."¹

When the history of library work with children is finally written other early reading rooms and circulating libraries for children will doubtless appear. As long as there have been free libraries in America there have been children hovering in the background seeking admittance with the same zeal that led them to follow the Chapman down English lanes in Newbery's day.

The cautious Puritans may have left Newbery's bright little books in England with the May-pole, but they were too seriously concerned with education to neglect altogether the book needs of their children. Mr. F. J. Harvey Darton would have us believe that along with their efforts to induce piety and parental obedience they made some conscious effort to give children pleasurable reading.² Possibly, in their opinion the *New England Primer* was attractive. We are forced to admit that it was literally read to its death since so few copies are extant.

We are indebted to Elizabeth G. Baldwin for a description of the libraries in the academies in

the early part of the nineteenth century.³ She quotes from a catalog dated 1834:

"A library is another species of furniture necessary to the success of a literary institution. . . . Works of reference . . . together with a selection in history and general literature at least, should be furnished for the benefit of teachers and students."

The public of that day prided itself on its thirst for knowledge and as schools and colleges were established, collections of books, largely instructive, were provided until Bronson Alcott and some of his contemporaries voiced the fear of the conservative element, that books of a partisan or sectarian nature might creep in and poison youthful minds and that too much reading might overstimulate mental at the expense of physical and moral development.

Other educational leaders took a bolder attitude and advocated the use of state funds for the purchase of books for schools. Beginning in 1835, New York State led in a movement for district school libraries which spread from Maine to Iowa but all plans failed in their primary purpose because there was no provision for continued supervision of the libraries when established.⁴ The most tangible result was an outgrowth of a large number of free public libraries from these unused school collections. The school library which formed the nucleus of the first Cleveland Public Library collection contained books selected by Horace Mann for the school district libraries in Ohio.

From the beginning of the modern public library movement in America, library work with children has had strong advocates. In a special report by W. I. Fletcher, published in 1876 by the United States Bureau of Education, we find an ardent plea for more consideration of children and young people as library patrons. Mr. Fletcher called attention to the age limit of twelve or fourteen years then usual in libraries and added:

"Only a few of the most recently established libraries have adopted what seems to be the right solution of this question by making no restrictions whatever as to age. . . . If there is any truth in the idea that the

¹ Jordan, Alice M. "A Chapter in Children's Libraries." *LIB. JOUR.* 38:20.

² Darton, F. J. Harvey. *Children's Books In England*. Cambridge Univ. Press, 1932. p. 53.

³ Baldwin, Elizabeth G. "Some Old Forgotten School Libraries." *LIB. JOUR.* 29:175.

⁴ Eastman, W. R. "The Public Library and the Public School." In Bostwick, A. F. *Relationship Between the Library and the Public Schools*, p. 95.

public library is not merely a storehouse but also and especially an educational institution which shall create wants where they do not exist, then the library ought to bring its influence to bear on the young as early as possible.⁵

Volume I of *THE LIBRARY JOURNAL* (1876) contains a summary of an address delivered before the teachers of Quincy, Massachusetts, by Charles Francis Adams in which he stresses the need for encouraging and directing children's use of books and libraries.⁶

At the early conferences of the American Library Association the phase of library service to children most frequently discussed was that of cooperation between libraries and schools. Leading librarians such as Mr. Foster of Providence, Mr. S. S. Green of Worcester, Mr. Crunden of St. Louis, Mr. Brett of Cleveland, Miss Hannah P. James of Wilkes-Barre, Miss Theresa West (afterward Mrs. Elmendorf) of Milwaukee, and others held the theory that the children of a community were most easily and most effectively reached in school groups. This led to emphasis on school reference work, instruction in the use of libraries, free distribution of lists, and class room loans to teachers.

It was not until the early nineties that work with children in schools and within libraries became differentiated to any extent. Two reports presented at that time will serve to show the attitudes of librarians and existing library conditions. One was made to the World's Library Conference in Chicago in 1893 by Caroline M. Hewins,⁷ the other by Lutie E. Stearns was given before the American Library Association in 1894.⁸ Both reports were in the form of summaries of replies to questions sent to one hundred and fifty or more libraries regarding the provision being made for young people (children), and the amount and character of their reading.

But five libraries reported separate children's reading rooms although the hour was upon them when the enthusiasm for reading inspired by the use of class room libraries and other personal work being carried on by librarians and teachers within the schools was sending children into libraries in such large numbers that adult borrowers were greatly disturbed by them.

The natural result of the over-crowding was the setting aside of special tables for children in reading and reference rooms and a sporadic opening of separate rooms during the next decade.

5 Fletcher, W. L. "Public Libraries and the Young." In Hazeltine, A. L. *Library Work with Children*, p. 13.

6 Adams, Charles Francis. "The Public Library and the Public School." *LIB. JOUR.* 1:437.

7 Hewins, Caroline M. "Reading of the Young." In Hazeltine, A. L. *Library Work with Children*, p. 39.

8 Stearns, Lutie E. "Report on Reading for the Young." *LIB. JOUR.* 18:481.

Mrs. Sanders, the Librarian of the Pawtucket, Rhode Island, Public Library provided special equipment as well as books for children as early as 1877. Probably the first separate room for children in a public library was the one opened in Milwaukee in 1889. The Brookline, Massachusetts, Public Library followed in 1890, the Minneapolis Public Library in 1893, the Denver Public Library in 1894. From 1895 to 1898, the libraries in Boston, Omaha, Seattle, New Haven, Detroit, Buffalo, Pittsburgh, Pratt Institute of Brooklyn, St. Louis, Kalamazoo, Cleveland, and other cities opened either reading or circulating rooms for children and a new era was begun.

With the establishment of children's rooms, age limits where they had existed were lowered or eliminated and special assistants were assigned as children's librarians. Those first drafted were young members of staff or primary teachers. After the novelty of a new venture wore off the crowded children's rooms and their subsequent problems in discipline discouraged those who had gone into the work for sentimental reasons and librarians soon found that besides intellectual equipment the work demanded certain personal attributes and a form of training different from that required for teaching.

In 1897, in an address before the Friends' Library Association of Philadelphia and the New York Library Club, Miss Mary Wright Plummer expressed herself as follows:

"If there is on the library staff an assistant well read and well educated, broadminded, tactful, with common sense and judgment, attractive to children in manner and person, possessed, in short, of all desirable qualities, she should be taken from wherever she is, put into the children's library, and paid enough to keep her there."⁹

In a paper read before the Ohio Library Association in Dayton in 1898, Miss Linda Eastman outlined in full the requisites "for the successful accomplishment of the juvenile work."¹⁰

Pratt Institute led the way in training by giving lectures on special phases of work with children in 1896 and a short course for two years beginning in 1898.

The Training Class for Children's Librarians in the Carnegie Library, Pittsburgh, begun in 1899 to provide for local needs, was thrown open to students at large in 1901. A Training Class was established in the Brooklyn Public Library and in 1909 in the Cleveland Public Library. The latter merged with Western Reserve School of Library Science in 1920. Similar

9 Plummer, Mary Wright. "Work with Children in Free Libraries." *LIB. JOUR.* 22:679.

10 Eastman, Linda A. "The Children's Room and the Children's Librarian." *Public Libraries*, 1898, p. 417.

classes were carried in other libraries; summer courses were given under library commissions and other state auspices. These ceased when the accredited library schools began to offer short and long courses both independently and in connection with general training.

At the present date, the leading centers of training for library work with children are the Carnegie Library School, Pittsburgh; the School of Library Service, Columbia University; and the School of Library Science, Western Reserve University. The training offered is on a graduate basis and in the two schools last named the master's degree is given for advanced work. Probably the Carnegie Library School, Pittsburgh, has been the greatest single influence in creating standards in training. It has also sent the largest number of children's librarians into the field.

The assistants assigned to children's room before the days of library training were forced to develop their own methods of guiding children's reading. The only existing precedents were the reading aloud to pupils in the class room by chief librarians such as Mr. Foster and Mr. Crunden and the less formal book clubs and reading aloud to children reported by Miss Hewins and others.

Story-telling being an ancient art was eagerly seized upon and generally accepted. Credit for the first organized story-telling belongs to the Carnegie Library, Pittsburgh, and to Frances Jenkins Olcott who worked out the first complete programs of the literary classics and published the first guides for others. New York Public Library was not far behind and has been a steady, helpful influence during the years that have followed.

The development of reading clubs has been gradual and varied. Accounts of clubs and other special methods have been recorded to 1927 in the A.L.A. Survey.

The decade during which separate children's rooms developed (1890-1900) produced a generation of children's librarians some of whom are still pioneering. Their zeal for their chosen field of work and their desire for counsel brought them together at early A.L.A. Conferences and led to a Round Table meeting in 1900. A Children's Librarians Section (afterward the Section for Library Work with Children) was organized in 1901 and the small group of five or six that gathered around Miss Hewins at Montreal has grown to approximately 800 in 1933.

The placing of all work with children in large public library systems under one head, and the development of children's departments, date from about the year 1900. An important result of this movement has been the growth in professional leadership by children's librarians and the bring-

ing of work with children into better coordination with adult work.

In a few centers a children's library has been housed in a separate building for purposes of administration. These have been successful in so far as they have provided a better environment for cultural reading and approach to adult literature. Examples are the Boys' and Girls' House in Toronto; the Bacon Memorial Children's Library in Westbury, Long Island; and the Brownsville Branch of the Brooklyn Public Library.

Professional honors have come to children's librarians through membership on A.L.A. committees, the A.L.A. Council and the Executive Board as well as official participation in various state library associations. A Committee on Library Work with Children was created by the Executive Board in 1926 to supplement the aid given to the A.L.A. by the Section on Work with Children and other committees and sections.

In the minds of many, the greatest contribution which children's librarians have made to the profession has been their influence on book selection and book production. They have established definite standards and have practically controlled the juvenile book collections in progressive libraries. Their appreciation of literature coupled with their sure knowledge of what children will read has made their opinions of value to publishers and book sellers, parents, teachers and other welfare workers.

The first critical reviewing of children's books that compared to any extent with that for adult books was begun by Anne Carroll Moore in *The Bookman* in 1918. This carried over to *The New York Herald Tribune* and led to more serious consideration of children's books as literature, elsewhere. Without question, the marked improvement in writing for children which has become evident during the past ten years is due in large measure to this new emphasis on standards and prompt recognition of creative work.

The influence of children's librarians in the movement toward better school libraries is clearly evident. They organized the first elementary school libraries and found a further field for service in the modern junior high schools. Personal service to individual children following public library practices, story-telling and book clubs are now accepted school library methods, and learning to read has become tearless since children's librarians have joined with teachers in setting before children attractive goals.

Other landmarks not previously mentioned in this brief résumé of the progress of library work with children are: The appointment of a specialist on children's literature to the staff of the A.L.A. Booklist; The organization of the School Library Section of the A.L.A. in 1915; The establish-

ment of Children's Book Week; The gift from Mr. Frederic Melcher of the Newbery Medal to be awarded annually to the author of the most distinguished children's book of the year; The publication of the first of five school library handbooks in 1927; The publication of the first of four children's library handbooks in 1929; The preparation and publication by A.L.A. of a volume on *Library Service for Children in the Curriculum Study series* in 1930; The granting of the Dutton fellowship which provided for the training of three children's librarians; The granting of a fellowship by the Carnegie Corporation for a three year study on international aspects of chil-

dren's reading interests; and finally, and perhaps most important of all, the appointment in 1932 by the Executive Board of the A.L.A. of a Board on Library Service to Children in Public Libraries and Schools, in anticipation of a department of work at A.L.A. Headquarters, when funds are available.

As to the future: Children's librarians are not resting on past laurels but are actively meeting the new problems brought upon them by current conditions with the same enthusiasm that has always carried them through. They ask for continued understanding and support from the library world.

The Reading Mother

*I had a mother who read to me
Sagas of pirates, who scoured the sea,
Cutlasses held in their yellowed teeth,
"Blackbirds" stowed in the hold beneath.*

*I had a mother who read me tales
Of Gelert, the hound of the hills of Wales,
True to his trust till his gallant death,
Faithfulness blent with his final breath.*

*I had a mother who read me lays
Of ancient and glorious and golden days;
Stories of Marmion and Ivanhoe,
Which every boy has a right to know.*

*I had a mother who read me the things
That wholesome life to the boy-heart brings;
Stories that stir with an upward touch—
Oh, that each mother of men were such!*

*You may have tangible wealth untold;
Caskets of jewels and coffers of gold.
Richer than I you can never be—
I had a mother who read to me.*

—STRICKLAND GILLILAN.

AMBASSADORS To Business—To Industry To Factseekers Everywhere

By MARGARET REYNOLDS

Librarian, First Wisconsin National Bank, Milwaukee

WHAT IS a Special Library? "This is a question which has led to much difference of opinion, if not altercation, and which can be variously answered from different points of view. Mr. Dana's initial definition of the Special Library as the 'Library of a modern man of affairs' might be construed to mean exclusively what we know now as Business Libraries—libraries supported by commercial establishments in their specific interest and including as a rule not only books and pamphlets but up-to-date collections of newspaper scraps and other latest means of information. . . . The question is rather one of nomenclature than of classification, but the trend is rather toward the narrower definition as the S.L.A. more and more includes a larger proportion of business libraries in comparison with professional libraries. There is a middle class, well illustrated by the article on the Mellon Institute at Pittsburgh, which represents no individual commercial interest but serves a large class to which it gives modern research service."¹

Admitting immediately that there is a wide difference of opinion as to what constitutes a special library we will mention that in discussing the special libraries we are not including the special collections so ably listed by Dr. Ernest C. Richardson in his *Index Directory to Special Collections in North American Libraries*.

In 1913 a questionnaire signed by D. N. Hanley, President of the Special Libraries Association, and R. R. Bowker, Editor of *THE LIBRARY JOURNAL*, was sent to a list of special libraries. From the returns of the fifty libraries mentioned only twelve had been established during or before 1893. It is interesting to see where, when and by whom these twelve had been established. The list follows:

1823 Library of the Boston Consolidated Gas Company
Boston

"The special library has its
definite place in the diffusion of
knowledge—a place it is filling
with increasing distinction."
—CHARLES F. D. BELDEN.

1824	Franklin Institute Library	Philadelphia
1848	Society of Civil Engineers	Boston
1851	Young Men's Christian Union	Boston
1869	Library of Massachusetts Public Service Commission	Boston

1880	Western Society of Engineers Library	Chicago
1885	Investors Library	New York
1886	Arthur D. Little, Inc., Library	Boston
1887	Insurance Library Association	Boston
1889	Steel Works Club Library	Joliet

1893	Official Information Bureau	New York
1893	Russell Sage Foundation Library	New York

Of these libraries it will be noted six were in Boston, three in New York, one in Philadelphia and two in Illinois, Chicago and Joliet each having one. All but four of this group of twelve of the early day libraries are still in existence. From other sources one learns that some New York and Boston newspaper libraries founded before 1893 are still operating.

In *The American Public Library*,² Dr. Bostwick has touched briefly upon the needs of the business man. He mentions the purchase of technical and commercial books and the desire of those in charge to have this material used by business men. Dr. Bostwick mentions some special libraries and says,

"These libraries, though mostly open to the public, are not public libraries in the broad sense, and are mentioned here simply to show that if the public library fails to do its duty completely, some independent institution will arise to supplement its work."

In "When Business Goes to the Library," Dorsey W. Hyde, Jr., a former president of the Special Libraries Association and now secretary of the Chamber of Commerce at Washington, D. C., gives some figures about the growth of special libraries: "From 1890 to 1900 the number of business libraries in the United States increased something over 50 per cent; from 1900 to 1910 they increased more than 150 per cent; and from 1910 to 1920 the increase in the num-

¹ Editorial Forum. LIB. JOUR. 56:484, June 1, 1931.

² Bostwick, A. R. *American Public Library*, page 121.

ber of business libraries was almost 300 per cent."³

When the Special Libraries Association issued its *Special Libraries Directory* in 1921 there were 1,300 libraries listed. Among this number there were libraries relating to history, industry and manufacturing, education, health and medicine, religion and theology, engineering, science and technology, public utilities, finance, social welfare, commerce, labor, insurance, economics, botany and horticulture, newspapers, advertising, legislative and municipal reference. Special libraries of all kinds, like Topsy "just growed."

In an article⁴ written in 1925 by that twentieth century exponent of special libraries, John Cotton Dana said:

"The growth of special libraries is the outstanding feature of library history in the past fifteen years. Special libraries are older than that, of course, but their great period of development began with the meeting at Bretton Woods in July 1909, called on the invitation of the Merchants' Association of New York City and the Business Branch of the Newark Public Library. At that meeting the Special Libraries Association was founded. Previous to that special libraries had been isolated phenomena and their importance recognized by few persons. The association, formed with the purpose of uniting in cooperative effort with special libraries scattered throughout the country, at first had but fifty members. . . . The end is not yet. The extension of the field is limited only by the growth of modern science, and by the growing desire for accurate fact information. . . . The special librarian's method marks a radical break with the older tradition of collecting everything possible, indexing it, and saving it forever. The method, involving a complete change in routine, has been responsible, no doubt, for the tardy recognition of the special libraries movement by many of the older general libraries. But the influence of the special library upon the whole field has been continuous and cumulative."

The Special Libraries Association has over 1,500 members. The movement begun in the United States has spread in a small way in Canada, England, Scotland, France, Czechoslovakia, China, Roumania, Russia and Denmark. Both Denmark and England have special library associations. The English one is called the Association of Special Libraries and Information Bureaux, while the Danish one is the F.B.F. which translated means Special Libraries Association of Denmark.

Browning in "Paracelsus" tells us that

"Men have oft grown old
Case-hardened in their ignorance."

A special librarian must know what is between the covers of the books. Although the number of the books are limited we are not like the old librarian of Harvard who on a Saturday noon said with a sigh of relief, "Every book is on the shelves but one. Agassiz has that and I am going after it now." The special librarian wants

information culled from books, pamphlets, clippings, catalogs, correspondence, pictures or acquired by word of mouth.

Two thousand years ago Aristotle assigned to some students the project of compiling and comparing the constitutions and customs of all the cities in Greece. In 1890 Melvil Dewey, the New York state librarian, sensing the need for impartial, condensed and accurate information upon public affairs, established a Legislative Reference Bureau at Albany. In 1902 the optimistic, adventurous Dr. Charles McCarthy carried the Dewey idea along further, collecting material and preparing digests but also drafting bills. It was Dr. McCarthy who astonished people by cutting up books and filing only the desired portions. In this way shelf room was saved and the user did not have to page through extraneous matter. Lord Bryce called Dr. McCarthy "a man of great force, large ideas and unwearied energy who had played a most useful part in the public life of his State."

In 1907 legislative reference libraries were established in Indiana, Michigan, North and South Dakota. A year later Texas, Rhode Island and Pennsylvania established legislative reference libraries, Kansas and Ohio in 1910, Nebraska in 1911, Illinois and California in 1913. Now the majority of our states have legislative reference libraries. Dr. McCarthy's idea of drafting bills is followed in many of these libraries.

The outgrowth of Dr. McCarthy's visit to Baltimore for the meeting of the American Political Science Association in December 1905 was the establishment of a Municipal Reference Library in Baltimore in 1906. That same year libraries of this kind were established in Chicago, Milwaukee, Minneapolis, Newark, Philadelphia, St. Louis and Oakland. In 1913 Cincinnati, Portland, Oregon and New York City established their municipal reference libraries.

In a review of John B. Kaiser's book *Law, Legislative and Municipal Reference Libraries*, Clarence B. Lester said:

"The reader should not fail to remember that these libraries are not merely collections of specialized materials, carefully selected and efficiently used as reference sources, but beyond that as the chief justification for their existence they are essential factors in the development of a statute law which shall be the expression of an advancing democracy."⁵

To quote again from Dr. Bostwick:

"The most important type of special library is also the most recent—that intended to act as a bureau of information in connection with a state or city government, especially its legislative body."⁶

In October 1904 John Cotton Dana, champion of service for business men, established the first

³ *Nation's Business*, 15:80, April 1927.

⁴ *Introduction, Special Libraries Directory*, VII, 1925.

⁵ *LIB. JOUR.*, 39:920, December 1914.

⁶ Bostwick, A. R. *American Public Library*, page 124.

business branch in a rented store close to the business center of Newark. In May 1927 the first building completely occupied by a Business Branch was opened in Newark. The cost of the site, building and equipment represented a city investment of about \$230,000. Other business branches are those in Boston, Providence, Hartford, Indianapolis, Nashville and San Francisco. Cleveland has a Bureau of Business Information and Fort Wayne a Business Department.

In 1930 the Edward Kirstein Memorial Library Building, the second building erected for a business library, was opened in Boston. This was the first business library building to be erected as the gift of a business man. However, there have been gifts to public libraries for business literature.⁷ The income of the Frank Murphy \$10,000 bequest to the public library at Omaha was to be expended for books of value to the business man.

Important as is the group of legislative and municipal reference libraries and the business branches they comprise but a small percentage of the hundreds of other special libraries which daily serve not only the institutions and corporations which finance them, but many customers and other clientele of the organizations supporting the libraries.

The kind of library varies with the field covered. Material, up-to-the-minute in fact value is needed. As R. R. Bowker said at the Swampscott meeting in June 1921: "Now, business librarians cannot induce employers to be wise; they can only give employers the information on which to get wise."

Bankers are not the only business men who admit that for many years stray pamphlets, clippings and even books have been kept in their desks where they were of value to no one. Now by using this material as a foundation for a library tangible results have been obtained. In other words formerly hidden knowledge and information has been made to pay dividends.

When a business man asks a question he wants it answered and answered as quickly as possible. He does not want to wade through a lot of material to find the answer but wants that done for him. As a Chicago financial librarian said:

"There are rumors, and rumors of rumors, but modern business demands facts. Facts to substantiate the rumors current in the financial world are difficult to obtain and require constant vigilance. Speed and preparedness thus become prime virtues to be sought in a service collecting and dispensing this type of information."⁸

Technical libraries in a plant promote increased efficiency. What others are doing in the same

field is made available for those at the home plant and in the field. Both time and money are saved. Frequently the knowledge obtained prevents experimenting or furthering projects already begun or well-established by other concerns. New ideas come to those who study the plans and failures of others.

Society and association libraries aid large numbers of members. One example is the Engineering Societies Library in New York City resulting from the cooperation existing between the members of the American Society of Civil Engineers, the Institute of Electrical Engineers, the American Institute of Metallurgical Engineers and the American Society of Mechanical Engineers. Their facilities are consulted again and again.

Confidential service rendered by many special librarians is not to be discounted. The contacts made both during working and vacation hours have more than once been the entering wedge for securing much desired information. This point was emphasized by Mr. Bowker when he said: "It is, however, within the local community that cooperation among business librarians can be made most useful and the growth of local special libraries associations in the centers of industry is certainly one of the most gratifying evidences at once of business and library progress."⁹

In 1915 Walter S. Gifford, Statistician of the American Telephone and Telegraph Company, New York said:

"The specialized business library is essentially a product of the twentieth century. . . . He found that the existing medium for the circulation of printed intelligence—the public library—was not adapted to his purpose, inasmuch as the public library is properly designed and conducted to meet what the public librarian considers to be the requirements of the community as a whole. In short, he found that, although the public library serves its purpose admirably, justice to the community as a whole (in the matter of expense, for example) prevents it even from securing all the books—to say nothing of cataloging and indexing these books—necessary to fill his special wants. . . . Finding the public library inherently unsuited to his requirements, therefore, the business man has recourse to the alternative—the establishment of his own means of collecting and preserving the books, pamphlets and periodicals which he considers helpful in increasing the efficiency and public value of his business and in promoting the welfare of his employees."¹⁰

In 1925 when the writer was preparing a course on The Special Library for the American Correspondence School of Librarianship, Mr. Daniel N. Handy, librarian of the Insurance Library Association of Boston, wrote his views on the future of the special library:

"The Special Library of the future will consist more than ever of highly organized facilities for the mobilization of information for immediate, adequate and ef-

7 LIB. JOUR. 39:83, January 1914.

9 "The True Relations of the Public and the Special Library," *Special Libraries*, 12:183, September-October 1921.

8 Savage, Virginia. "An Investment Banking Library." *Special Libraries*, 17:29, January 1926.

10 "Suggestions for Making a Business Library Practical," *Special Libraries*, 6:100, June 1915.

fective use. Variations from this type will not alter the main characteristics of the true Special Library. . . . Its technique will improve and better means will appear of coordinating particular and general fields of information. Closer cooperation of all types of information users with Special Librarians and a gradual improvement of Special Library personnel may be expected. This will be accomplished not through standardization but through the cultivation within the Special Library field of an environment congenial to individualism encouraging men and women of genius for information getting and using to enter it."

Perhaps you remember in *Through the Looking Glass* the Red Queen kept saying to Alice "Faster, Faster," as they ran. No matter how fast they went they never seemed to pass anything and the Queen finally said: "Now, here, you see it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!" That's what some of us special librarians are doing in anticipating the questions that will arise in our own special fields. We will continue running and increasing our usefulness.

Autumn Fires

**In the other gardens
And all up the vale,
From the autumn bonfires
See the smoke trail!**

**Pleasant summer over
And all summer flowers,
The red fire blazes,
The grey smoke towers.**

**Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall!**

—ROBERT LOUIS STEVENSON.

Adult Education And The Public Library

By CHARLES W. MASON

Readers Counselor, Carnegie Library, Pittsburgh, Pa.

THE LIBRARY has been engaged in adult education ever since the establishment of the first library. During the past century the striking change has been the vast increase in library facilities and their use. In the last ten years we have seen a rapid development and specialization of the adult education movement within the library. This is due in part to the fact that the library "reflects the public thought of the time" as Morse A. Cartwright has said; and in part to the much more rapid increase in the public use of library facilities than has been possible to meet with a commensurate increase in staff and equipment. The library not only reflects the thought of the time, but it does more. It stimulates thinking and serves the serious students who lead and mold public thought.

The long, slow process in the thinking and experience of library leaders came to fruition in this period, and the story is told in the book, *Libraries and Adult Education* by the Commission on the Library and Adult Education of the American Library Association (1926), and summarized by Judson T. Jennings in *Volunteer Education Through the Library* (1929). Since that time, growth has been normal but no startling changes have taken place. The October 1933 issue of the *Bulletin* of the American Library Association has an excellent summary giving many of the details of the recent developments.

The increased leisure time that seems inevitable as a concomitant of technological development forces the schools, libraries, and other agencies engaged in adult education to face the problem of expansion of their program. So much has been written about the need for this increased educational service that it seems unnecessary to repeat, especially since no one, apparently, questions it.

The present condition of world affairs that so stimulates social and technical changes intensifies this need. Only as education prepares our citizens—masses as well as leaders—can we hope for adequate social adjustment. Continued education of our leaders is needed to give intelligent direction to social action and a more universal and effective mass education is imperative in a democracy faced with so many different situations

that call for intelligence and enlightenment rather than prejudice in their solution.

All librarians, however, realize that there is no prospect of securing increased funds in proportion to the potentialities for service that present themselves. As Douglas Waples said in a recent issue of *THE LIBRARY JOURNAL*, "The present crisis obliges the public library not merely to justify its expenses for service, but even the service itself." There are a number of librarians who believe that for some years reduced appropriations are inevitable, because of the growing burden of public debt for relief purposes, and the highly critical attitude of taxpayers' organizations that is only natural in a time like the present. They, therefore, believe that recreational reading must be sacrificed to save the more valuable cargo of educational activities. To this group, the expansion of readers' advisory activities assumes paramount importance. It undoubtedly is easier to justify expense for educational service of merit and thus win the support of a certain type of taxpayers who would insist that they were under no more obligation to be taxed to give the public free novels than free movies.

Sound as these arguments are, there is danger of carrying the logic too far for the library's own good. A public institution cannot command public support if it serves only a minor fraction of the public—and much as we would like to think otherwise, we must admit that the serious students are decidedly in the minority. So if facilities are to be maintained for this highly important group, it is essential to continue a popular service that will justify the politician in supporting public library appropriations. There is another phase of the argument for recreational and popular reading that is even more challenging. Many of those who in the beginning come only for fiction are potential students. If the educational service of the library is most important, here is the chance to augment it. Every librarian has had the experience of introducing readers to biography, history, and other "serious" books when they came looking only for something light. How it can be done more extensively in the face of reduced staff and increased burdens is a serious problem. The biggest problem facing reader's

advisors is that of "selling" the service to those who need it and don't know it—the facilitating of the transition from the great majority who take reading as an opiate to the smaller, but constantly growing, group for whom reading is a stimulus.

There is sound argument for popular library service when in addition to making public support possible it serves to maintain the *morale of the community* and attracts to the library and creates reading habits in those who will become students. This policy can also be carried to an unfortunate extreme. Mere pandering to the present taste of the masses would be indefensible. And if the librarian attempts to spread the diminishing income over the increasing area of popular demand, collapse threatens. Ways and means must, therefore, be found to increase the effectiveness of the "laddering-up" process. Some fiction serves as bait; it attracts readers to the library and creates in the reader a confidence in the librarian's judgment. The depression insures that there will not be enough such books and opens the way to introduce other types of literature.

Financial necessity indefinitely postpones the development of a staff every member of which has the knowledge and the freedom from routine to act as a reader's advisor. The increased strain on library resources resulting from the growing circulation-per-dollar-spent, necessitates specialization. This is a major factor in the appointment of the forty-four reader's advisors in the ten years since the establishment of the Reader's Bureau in Chicago in 1923. Certainly, this is a movement in the right direction, but just as certainly it would be a most serious mistake to assume that adult education work in the library is confined to reader's advisors. The small library in which one woman does every job may offer the best kind of adult education program, if the librarian is not so swamped with the mechanics that she cannot do the personal work. In a small town it is possible to know the people as no librarian in a great city can ever hope to, and a small collection of books means, in time, a personal acquaintance. What a pleasure it is to introduce good friends to each other; and it is effective when we know both book and reader well.

Fortunately for future development of the program, there is no regimentation or initiative-destroying standardization. Different cities approach the problem with different philosophies—a most hopeful sign. One city believes it is a mistake to circulate books from the reader's advisor's office. Lists are prepared and borrowers are sent to the lending department for their books. Another city may have the opposite practice—practically all books used belong to the Reader's Bureau. Our own practice makes use of books in the counselor's office to a considerable extent,

but plans to gradually establish the complete transition to the lending department by helping the borrower to use the greater book facilities of the main collection.

Again, some cities prepare a list of recommended books after the first interview and most of the contact with that borrower ceases there in a majority of cases. Others doubt the value of such lists and rarely, if ever, make them. At the first conference an attempt is made to discuss the problem and find the right first book—several being suggested in many cases—with the invitation extended to the borrower to return with comments and criticisms. This enables the counselor in the subsequent interviews to make more accurate recommendations and seems to increase efficiency in fitting the book to the reader. It is surprising how few of the courses thus evolved resemble the original request. This is in part due to the lack of clarity in the mind of the borrower and lack of mutual understanding between borrower and librarian in the early stages, and perhaps, even more it is due to the growth and expansion of interest as the reading and study progresses.

Another divergence in point of view between workers in different cities is over the matter of records. To some, records are vital; to others they are negligible. Some seem to consider the record even ahead of the reader and his needs, and others so fear the mechanics will over-shadow the personal equation that they neglect the great possibilities of service that the record might render. Records are of course only tools to enable the advisor to better serve the reader, and except to the research worker, they are a subordinate consideration. Time and experimentation will probably perfect techniques for serving readers through more and better records that are simplified to economize on time and subordinated to their function.

The freedom to experiment, together with the exchange of experience whenever a group of librarians interested in adult education meet, will bring constant improvements. Only a few large libraries have been able to departmentalize the reader's advisory service, but any library having two or more professionally trained librarians can take advantage of the specialized reading of the staff members. This may be done by referring the client directly to the specialist, or it may be that one person meets and confers with those having such problems, and then draws on the experience of the other members of the staff in preparing the reading courses. In Pittsburgh, both methods are used successfully, the nature of the case determining the one chosen.

The conclusions of the Commission of the American Library Association as published in 1926 have been sustained by the experience of the

past seven years. They were summarized as:—

1. An information service regarding local opportunities for adult students.
2. Service to other agencies engaged in adult education.
3. Service to individual readers and students.

The library has served successfully as a clearing-house for information as well as a source of supply to these other agencies. It seems probable that the future will see this function much further developed. As long as the library is not competing with other agencies (that is, *refrains from holding classes*), it is in a strategic position to stimulate and coordinate adult education activities of the community. The importance of results in this direction will, undoubtedly, far outrank the time and effort involved. This is community service that fully justifies itself, but it is more than that. It is an opportunity for the library to reach many who need the service and could not otherwise be made aware of the facilities the library has to offer.

A card index record in the library of all the classes offered to adults in the city would be worth while service if it did nothing more. But it brings publicity not only to the classes but the library, and permits the librarian to prepare reading courses for those whose need is not met by existing classes. By centralizing inquiries for classes it makes possible the discovery of adult needs that, were there no central bureau, might never become known.

The uncertainty and stress of present-day changing conditions is not so much a threat as a challenge to librarians. It is creating a need for library service in the field of adult education that will extend far beyond our present comprehension, and the present flexible and experimental program promises year by year to meet more closely that need. In so doing, the library will find greater security as a vital part of the growing social order.

Reading is only a key, and a key, however ornamental, is a useless thing unless we use it to unlock something. Therefore the important thought when we put this key into the hands of children is to show them how to open doors, what doors to open, and what treasures may be theirs if they choose wisely.—Walter Taylor Field.

County Library Progress

By JULIA WRIGHT MERRILL

Chief, Public Library Division, American Library Association

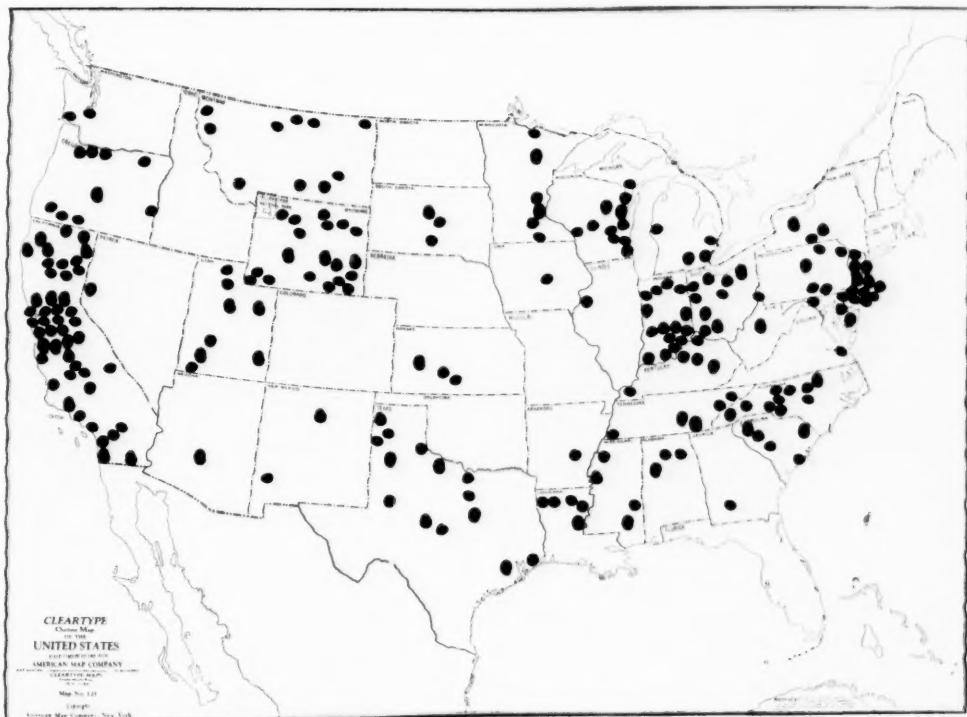
IN THE rural library field, it seems a long stretch from the state traveling libraries that were developed in the "gay nineties"—boxes of books sent long distances by freight from the state capital—to the county public libraries of the present day which afford rural people a service comparable to that of city public libraries. Yet the transition is far from complete.

It was as recently as the turn of the century that three counties, quite independently, and almost simultaneously, pioneered in the county library field. To be sure there had been early legislation in Indiana and Wyoming, but no appreciable developments had resulted, according to *Long's County Library Service*. Van Wert, Ohio, is generally accepted as the first county library started as such in a strictly rural county, Cincinnati as the first for county library service based on an already developed city library, and the horse-drawn "book wagon" of the Wash-

ton County Library, Hagerstown, Maryland, as the prototype of the many book automobiles, book vans and great busses of today. These first libraries seem to have been ahead of their times, for others came slowly, in the next decade, in Portland, Oregon, in Wyoming and elsewhere.

Then California adopted the plan as its own, following experimentation in Sacramento County. In the decade 1910 to 1920, under active leadership on the part of the state library, county libraries spread almost over the whole state. They developed elsewhere too, but more slowly, so that in 1920 almost half of the total number were in the one state. The pioneer stage was over, however, and the next decade, 1920 to 1930, saw more rapid growth in almost all sections of the country, notably in New Jersey, where eleven county libraries were established in the same number of years, again due to strong state leadership.

National emphasis, publicity and even finan-



County Libraries in the United States. (Counties Making Very Small Appropriations Have Been Omitted)

cial aid, came in the last decade. The Council of the A.L.A. endorsed the plan in 1923; a county library round table (later changed to a section) was organized in the same year; publication by the A.L.A. of the volume, *County Library Service* by Harriet C. Long, made definite information generally available. The A.L.A. Library Extension Board stressed the value of the county unit in its survey of 1926 (*Library Extension: A Study of Library Conditions and Needs*), and has since laid a broad foundation of public opinion through other national educational and social agencies, through the pages of farm journals, the distribution of leaflets and through field work. Demonstrations of county library service were an important part of the Louisiana project, conducted under the auspices of the League of Library Commissions, through a grant from the Carnegie Corporation. Later, the Julius Rosenwald Fund made possible demonstrations in eleven strategically located counties, in seven Southern states, over a five-year period not yet completed, the A.L.A. Regional Field Agent serving as adviser.

The Present Situation

The economic crisis naturally retarded county library establishment, and led to serious reductions in appropriations for many already in operation. It is notable, however, and significant for the future that almost no county libraries have been discontinued, even in cases where health, agricultural extension or other valuable services were cut off. Over and over again rural people became vocal, and told their tax levying bodies in no uncertain terms that they considered county library service an essential. In the case of the Rosenwald demonstration county libraries, where according to the contract the county appropriation was scheduled to increase and the foundation aid to decrease from year to year, all but three met the conditions, and even the three continued smaller scale service. The closing of one, temporarily, this summer was due to legal and political complications rather than economic ones. Significant also is the fact that many national and state organizations of laymen continued to promote county libraries through regular organization channels, often putting to shame the lack of faith of librarians.

Today, a map at A.L.A. Headquarters shows two hundred thirty-one county libraries in thirty-five different states. This count omits the many county seat libraries open to county people as a courtesy, and those receiving a nominal county appropriation which apparently covers use of the county seat library only, rather than service out in the county. Far away Hawaii adds four more, and has outstripped the states in that these give complete service to the territory, with funds provided by the territorial legislature. For

Canada, none can as yet be reported, but the Ontario Public Libraries Branch of the Department of Education and the Ontario Library Association are making plans for legislation and a demonstration.

Four states only are still in the stage of working for the needed permissive legislation. These are Georgia, Idaho, North Dakota and Washington. In a number of the other states, however, the existing laws are inadequate. Recently the Pennsylvania legislature supplemented its permissive laws with specific state appropriations in aid of county library establishment—the first state to take the step—though in New Jersey and New York older forms of state aid have been used for county libraries, and several state library agencies, as Louisiana, lend books in generous amount and give much personal service during a demonstration period or the first few critical years.

There is no fixed county library pattern but instead a wide variation in size, legal organization, and type of service from one state to another and even within a state. The plan is flexible enough to be adapted to quite varied conditions. Those who think of a county library as a picturesque but small scale service to isolated one-room schools and remote farms would be astonished to visit the busy headquarters and the many branches of the Los Angeles County Library—the largest in the country. It ranks in circulation between the Indianapolis and Baltimore libraries, issuing more than three million books in the year 1931-32. There are over five hundred thousand people in its service area, though Los Angeles and a number of other cities have independent libraries. In one remote section of the county a regional branch supplements the resources of the smaller agencies. Contrast that large system with Minden Parish Library, Louisiana, circulating 176,000 books in a compact service area to only about thirty thousand people, using the consolidated schools as natural centers. The latter, however, like the former, touches every angle of the people's lives from care of babies to building of homes.

Types of organization which have been developed include the county library set up as such to serve the entire county, or the county outside the county seat and possibly other cities of some size; and service by contract between the county and a library already well developed, usually at the county seat. Good service is undoubtedly being given under each form.

The varied services of the county library can only be touched upon in a brief article. Work with children and schools is perhaps the best known. Informal adult education service both to individuals and groups is, however, quite general, though the specialized readers' adviser has

not yet been tried. The picturesque book automobile is in use in at least forty-two libraries, supplementing branches and stations, helping to change collections, reaching isolated homes, and maintaining a personal contact between librarian and the country people. City libraries too have followed suit. Evanston, which pioneered in city book automobile service, used it as a feeder and gradually built up a system of branches. By the time the automobile was worn out, it had served its purpose. The New York Public Library, however, finds it still needed not only on Staten Island, but in the Bronx, while Queens Borough has the largest bus of all.

What Europe Has Done

The story of county libraries would be quite incomplete without mention of the rapid progress since the War in many European countries. Great Britain and Ireland now have almost universal county library service, due to a program of financial aid from the Carnegie United Kingdom Trust, following a survey made in 1915. These libraries served rural areas first, several of them by very large vans as well as through local centers; then began the organization of urban centers, usually with a differential rate levied to take care of the added cost of service. Unusual books are borrowed through regional bureaus and from the National Central Library. The Kent County Library, in a report for 1932-33 just received, tells of a circulation of over two million in the eleventh year of service, and of 368 distribution centers.

Denmark has a complete and coordinated library system, from the state library through twenty-seven central libraries to the small village branches, with governmental subsidies. In Sweden, legislation passed in 1929 provides for a complete program of central libraries for the twenty-four counties, two to be established each year with government aid. The U.S.S.R. has included libraries in its new program of popular education and has set up a scheme of unified library service including central regional libraries and district or county libraries, following a survey by Harriet Eddy of California and a visit to the United States by a member of the Soviet Commissariat of Education. Czechoslovakia was the first country to make public library service compulsory, in 1919, with state supported regional and district libraries as well as those for individual communes. France adopted a plan for the organization of an integrated rural library service, in 1929, but the financial crisis delayed action under it. In Spain, since the revolution, the district of Catalonia is developing a service comparable to that of county libraries.

Other Large Units Needed

To round out the picture of rural public library

service in the United States and Canada, units other than the county must be included, for there are sections where the county is a minor, unimportant unit, or does not exist at all, and many counties are too small to be effective units. There is nothing sacrosanct about the term "county library." What is needed is a unit large enough for a high quality of service without undue cost.

New England comes to mind first with its emphasis on the town unit for most governmental activities. Moreover, much of New England is thickly dotted with libraries, though there are still unserved areas, as in Maine. Library leaders in this section are experimenting with units suited to local conditions. Maine as well as Vermont now has a state book automobile. It is developing "district libraries" by contract between rural towns and existing libraries. New Hampshire last winter amended its library laws to permit similar contracts. Vermont is experimenting with intensive help to the very small library from a regional librarian—an experiment which grew out of the Vermont Commission on Country Life and is financed by a grant from the Carnegie Corporation. The Massachusetts Public Library Division plans for state subsidies to strategically located large libraries to enable them to become regional book centers, to supplement small library resources.

Western Canada—more than half of the Dominion—has no counties or comparable units. The five-year demonstration now under way in the Fraser Valley, British Columbia, through a grant from the Carnegie Corporation, was recommended in the library survey of the province as a necessary preliminary to legislation enabling library regions to be organized and to levy taxes for library service. The almost overwhelming response of the people to the opportunity offered augurs well for permanent results.

Two or more counties may pool their resources for library service, according to the county library laws of many states. In California there have been two such combinations. In Virginia, where counties are small, several other services are being organized in this fashion. But jealousy between counties may retard these combinations as it does the complete uniting of too small counties so generally advocated by students of public administration. The Michigan regional act of 1931, therefore, invites careful study and an experimental try-out. It authorizes the state librarian to lay out the state in regions and these regions to establish library service by vote of the county boards. A possible library region around Knoxville, Tennessee, was being studied even before the Federal government selected the Tennessee Valley area for intensive social as well as economic cultivation.

A Look Ahead

What lies ahead for the immediate and the farther future? The goal of universal and adequate public library service is still a long way off. Establishment, county by county, is a slow process. Is there a way to move faster? How can county library service be supported now that the property tax seems to have broken down? How can state programs be developed and the state agencies, that are of such basic importance in carrying out those programs, strengthened? Will the new Ohio law, requiring libraries supported by the intangibles tax to be open to all residents of the county, lead to a state-wide development of real county library service? What research studies, experiments and demonstrations are needed?

What will the new era, with its emphasis on social responsibility and its increased leisure, mean to library establishment and development? Will it stimulate local initiative? Is it possible that states may equalize library opportunity—as a number are equalizing opportunity for formal

education—through minimum mandated state programs, financed from state funds? May the federal government even enter this field, for a demonstration period at least? Far more improbable things are happening in this New Deal.

Is it significant for the future that the Chairman of the Louisiana Library Commission—a member of the A.L.A. Library Extension Board—actually presented to the state tax commission a very few months ago a plan for a complete state-wide library service, based on an annual state outlay of two million dollars, and that the plan is being given thoughtful consideration; and that a past-president of the A.L.A., Judson T. Jennings,¹ drafts this library platform:

"In a democracy the welfare of the state depends upon the education of its citizens and upon the diffusion of knowledge.

"Books are the fundamental tools in education and the only complete storehouses of knowledge.

"It follows therefore that if the state is to promote and protect its own welfare it must make library service easily available to all of its citizens."

¹ *Library News Bulletin*, Washington State Library, 2:2, Aug. 1933.

Indian Summer

A bit of March tucked into fall,
Blustering winds and high fleecy clouds,
A dash of April,
And a sky o' bluest amethyst.
Colors—gold and blue and red—
Foreign to spring.

Quivering gaudy leaves,
A Romany gypsy horde;
Dashing wildly, driven by a blast of wind
Cold then warm,
A nip of frost, a furnace blast,
Fog and ocean breeze:

Purple haze and far off smoke—
Winter's heraldry.

—MINNIE MEYER,

in *The Sierra Educational News*.

Progress in Hospital Library Work

By ELIZABETH POMEROY

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IF ONE measures time by the legal age of majority and thinks of two generations as reaching back only forty-two years, a jump of thirteen "lucky" years must still be made before there is anything of moment to record in the hospital library world.

To be sure, hospitals were not swept bare of the printed page prior to that time but the publicly provided books were of no assured interest, either in form or content; were organized in no systematic way, and as a whole were of doubtful therapeutic benefit if not actually harmful to patients.

Perhaps one is not justified in suggesting detriment in this connection for according to meager data available, hospital book collections where existent, were usually kept under lock and key. Volumes were protected by drab or brown paper covers, uniform in a particular hospital, and even these were not subjected to the possibility of finger marks except at irregular intervals when volunteer workers released them from their locked cases. Well-intentioned as was this duty, real hospital library work, as known today, cannot be said to have begun in the United States until 1904.

It is an interesting coincidence that in different sections of the country, the group and the unit systems, now in common practice, should have sprung up at about the same time. The group plan evolving from the desire to serve hospitals in scattered areas such as state institutions, originated in Iowa, while the unit system, presupposing a librarian for each hospital, began action in Massachusetts. McLean hospital for mental patients at Waverley reorganized its library under the new scheme with a librarian in charge in 1904 and Massachusetts General Hospital started library service to its medical and surgical patients at Waverley reorganized its library under of these hospitals this activity has steadily progressed through the years giving help and encouragement to those interested in the establishment of similar service.

The institutional idea spread from the Iowa Library Commission to other States in different parts of the country, and the group system of serving the various hospitals of a municipality from the public library is a modification of this plan.

Thus, organized hospital library work began under the direction of librarians and gradually

it became noticeable that in those institutions where it was conducted in this way the patients were more contented mentally than without it and the necessary medical treatment was received more acceptably. This led to the thought that books in the hospital might not be just a fad or a fancy, and to the inception of the idea of supervised reading for the sick. The librarian of the McLean Hospital had definite theories in this regard and early began voicing them. It was not until 1918, however, when the war wounded began returning from Europe, that the field was cleared for the country-wide expansion of the hospital library idea.

The Library War Service of the American Library Association had established its camp libraries, at the instance of the government, with men in charge as librarians. When advisable, books had been sent to the local base hospitals from the camp libraries and distributed by the chaplains, the Red Cross, or other personnel on duty. It was realized that the results were unequal and that more systematic methods were desirable but before they could be inaugurated it was necessary to ascertain the attitude of those in authority at the different camps throughout the country and be sure that an organized hospital library service would be acceptable. The American Library Association had taken all these preliminary steps by February 1918 and obtained authorization for the appointment of women to base hospital libraries. With this action completed, women librarians came into their own in "war libraries" and one of their number was assigned to direct the work. The chance for service of a type for which they were specially adapted was thus opened to them.

In the beginning of this library work in hospitals, the principles of book selection on the whole were those employed in public libraries. To be sure some restrictions were placed upon the circulation of books stressing too forcibly the horrors of wars, but, as a rule, the idea was to give the ex-service man the reading he asked for if it could be procured by fair means or foul. Doubtless it was just as well for the future progress of hospital libraries that the base hospital librarian had few theories about bibliotherapy as we know it today. Her most important contribution at that time, toward the future advancement of the cause, was to fit into the scheme of things quietly, effectively, and without friction with her associates,

bearing in mind that those in places of responsibility in the hospital had other interests than libraries about which to be concerned.

Gradually the hospital librarian made a place for herself and her library in the wartime organization and, with the camps and hospitals scattered as they were all over the United States, there was a unique opportunity to prepare the ground for the seeds of the hospital library idea.

When, with the war over, physicians returned to their homes, it seemed quite logical to them to have the local librarians suggest, as several did, that library service, similar to that of the camp, be established in connection with the public library.

Regarding such hospital service there has been no uniformity in development by localities. In each a different situation has existed. Some hospital directors have not been sufficiently interested to request it, others to cooperate when it has been suggested by the local librarian. Again, hospital directors have been receptive to the idea but public libraries have hesitated to undertake additional work with reduced personnel. Always there has been the doubt about sufficient funds to carry it on, especially these last few years.

Not all have had the faith to believe that the conscious worth of this service, born in the hearts of those who dispense and receive it, has a way of transforming skepticism into support and doubt into dollars. This may sound visionary to those whose pride is in always having their feet on the ground, but faith in the future is what has prospered hospital libraries, as it has many another worthy undertaking.

It is not to be inferred from this that the exponents of hospital libraries are content with the progress made. Far from it. Practically one-fourth of the States of the Union are still without hospital library service if we omit from our consideration the government hospitals. The libraries in these hospitals are constantly cited by patients as an added reason for preferring treat-

ment there to that received in outside institutions without library facilities.

Government libraries are actively conducted in hospitals from coast to coast in forty-four of the States and there can be no question of the part they play in directing public attention to the worth of this service. Hospital librarians have a way of making enthusiasm for their work contagious and those in government hospitals are not exceptions to this rule. There is a human interest about it that does not pall and this very feature is favorable to the normal development of the work.

Neither is this enthusiasm confined to the United States, for in an article contained in *Hospital Management* for August 15, 1932 Mrs. Marjorie E. Roberts, Secretary of the Sub-committee on Hospital Libraries of the International Federation of Library Associations, has drawn a picture of "Libraries for Hospital Patients the World Over." She says:

"In America, by which is included the United States and Canada, it would appear that the realization of the 'curative value of reading' has spread more widely than in most other countries. Immensely fascinating reading exists in various American journals on the organization of hospital libraries; the kind of books that should be acquired and are demanded; the qualities and technique of librarians; and the differences in the requirements of certain types of cases. . . . The brief picture of the development of the movement internationally would seem to show that although much remains to be done, patients' libraries may, in course of time, be expected to be part of the equipment of every hospital in most parts of the world."

For hospitals abroad as well as in America the planning of libraries for patients is only in its infancy. As in all lasting movements development has not been, nor will it be, spectacular. It has been gradual, thorough, and in response to a real need. For these reasons it will advance, and encouragement will be given to efforts for improved methods of conducting it.

If, as Dr. Cushing says, "The soul of an institution that has any pretense to learning comes to reside in its library," it is incumbent upon the hospital librarian to see to it that her corner of the hospital is its fitting abode.

THE HABIT (of reading) has so long been fixed in me as to have become a passion, and when once severed from my books I find little or nothing in life to fill the vacancy of time.

—JOHN QUINCY ADAMS.

Libraries in Correctional Institutions

By E. KATHLEEN JONES

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SIX or eight years ago a State Department of Education official visited one of the county correctional schools in his state. The boys looked dull and listless and there seemed to be little for them to do. He inquired about the library and was told that they had a fine one, but they appeared loath to let him see it. Finally, on his insistence, one of the boys was sent to the library to bring "the most interesting book there." In a short time he came back with a physiology printed in 1860 saying it was the most interesting book "because it was the only one with pictures." An investigation showed this to be literally true for almost every other book in the "library" was either a bound state report or an old theological treatise.

This may seem like an extreme case but surveys made of state and county correctional institutions ten years ago show it to be pretty typical not only of correctional schools but of reformatories and even of prisons. *Libraries in these institutions were conspicuous by their absence.* Books they had—"flotsam and jetsam of housecleaning seas that had swept through a thousand attics"—but real libraries, classified if not cataloged, not dependent wholly on gifts, with some attempt to select and buy books suited to the institution, could be counted on the fingers of one hand.

This is a dark picture. Its gloom is relieved, however, in a few instances by state library commissions or their equivalents which even then had begun to take an active interest in their state institutions. California, Iowa, Massachusetts, Nebraska, New Jersey, New York, for instance, should have honorable mention. In Wisconsin one of the University Extension agents has for years visited prisoners, advising them in recreational reading as well as in study courses. Minnesota, as is well known, is the pioneer state in its development of libraries in all its state institutions, —hospitals and schools as well as prisons. For fully thirty years their State Board of Control has employed an *Institution Library Organizer* and their libraries bear the imprint of these years of service.

From inside the prison ranks, too, voices of protest against the lack of books began to be raised. Men like the Rev. Mr. Bassett, Chaplain in the New Hampshire state prison; Joseph Fishman, now Deputy Commissioner of Correction for New York City; Sanford Bates, then Commissioner of Correction in Massachusetts; Austin

MacCormick, who as naval reserve officer in Portsmouth Naval Prison at the end of the War came under the influence of Thomas Mott Osborne; Mr. Osborne himself—such men as these began to write and talk of the value to prisoners of books and libraries.

One factor which has undoubtedly contributed to the spread of the library idea is the work of the A.L.A. Committee on Libraries in Correctional Institutions. A few years after the War the old A.L.A. Institution Libraries Committee advised that the hospital libraries be split off from the parent body and formed into a separate committee. The parent committee, under the old name, found itself concerned almost entirely with the prisons and reformatories. Here was virgin soil which they as pioneers proceeded to try to cultivate. So slow was their progress, however, because of the professional duties of all members of this committee and the indifference of prison authorities, that they were much surprised to find two years ago not only that fruits of their endeavors were actually apparent in the form of awakened interest in libraries and letters from prison officials inquiring about this library movement, but that A.L.A. officials were enough aware of what they were doing to suggest changing their name to "Committee on Libraries in Correctional Institutions."

This Committee gradually formulated a plat form: To interest prison authorities in organized libraries, regular appropriations, books selected for prison purposes, competent librarians, intelligent, long-term prisoners for inmate-assistants, and adequate quarters. Early in the game this committee realized, as has the Hospital Library Committee, that it could not go very far on the interest, or the enthusiasm even, of the library body alone. It must affiliate itself with and get the cooperation and backing of the American Prison Association just as the Hospital Library Committee has worked constantly to get its aims before the medical profession. Consequently this A.L.A. Committee proposed some sort of alliance with the American Prison Association and the latter appointed a Committee on Education with which the A.L.A. Committee has worked closely and in the greatest harmony for the past few years. Together they have talked at A.P.A. meetings, gotten up prison library exhibits, written articles and published lists of books for prisons and correctional schools with the conditions

and the interests of prison libraries in mind.¹

But the greatest stride of all, and the one which has done more than anything else to bring the prison library before the prison people, was taken by the Federal Bureau of Prisons. When the present Director, Mr. Bates, and his Assistant Director, Mr. MacCormick, took office in the summer of 1929 one of their very first acts was to create a Division of Welfare and Education and put organized libraries into each of these nineteen Federal penal institutions. As each library has now a good appropriation there are plenty of books in industrial arts, trades, business, sociology and education as well as in the more popular subjects of biography, travel, science, etc. The untrained prison librarians in the larger institutions are being replaced by full-time civilians, college graduates, library school trained, and appointed by civil service. A supervising librarian and a trained library assistant are attached to the Bureau of Prisons at headquarters in Washington. In that same office is a central loan library of special books—books for the better educated and more discriminating prisoner and books too expensive for purchase by each institu-

tion—which are lent on request to any inmate of any Federal penal institution library. There is a great demand for these books. Indeed, the appreciation of this new library movement in these prisons is very marked. Circulation is growing literally by leaps and bounds. More than that, because of the personal contact between the librarians and the prisoners the latter are taking out much better books and are reading more connectedly and with deeper appreciation.

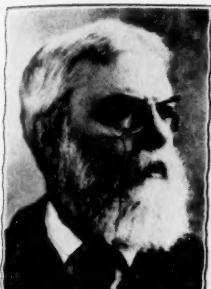
During the last few years, then, conditions have greatly improved and the outlook is hopeful. To be sure, the old-fashioned prison officials are not much impressed but the "new" penologists with progressive ideas recognize the library as one of their most valuable aids in re-educating the prisoner to return to the outside world. There are model libraries in many prisons, though so far as I know only the Federal prisons employ trained librarians to make the necessary contact between prisoners and books. Several state library commissions are doing intensive work in their correctional institutions. And, best of all, there is a very friendly spirit and close cooperation between the A.L.A. and the A.P.A. It seems to those of us who are on the inside that the tide has turned and that at the end of another ten years the report will be of accomplishment rather than, like this, of hope.

¹ Publications by these two committees are: *The Prison Library Handbook*, A.L.A. 1932; *Books for Boys, Recommended for Use in Welfare Institutions*, N. Y. Dept. of Social Welfare, 1932; Jones, Perrie, *2500 Books for the Prison Library*, State Office Bldg., St. Paul, Minn., 1933.

Seth Compton

When I died, the circulating library
Which I built up for Spoon River,
And managed for the good in inquiring minds,
Was sold at auction on the public square,
As if to destroy the last vestige
Of my memory and influence.
For those of you who could not see the virtue
Of knowing Volney's Ruins as well as Butler's Analogy
And Faust as well as Evangeline,
Were really the power in the village,
And often you asked me,
"What is the use of knowing the evil in the world?"
I am out of your way now, Spoon River—
Choose your own good and call it good.
For I could never make you see
That no one knows what is good
Who knows not what is evil;
And no one knows what is true
Who knows not what is false.

—EDGAR LEE MASTERS.



JUSTIN WINSOR
1876-1885
July-Oct., 1897



WILLIAM F. POOLE
1885-1887



CHARLES A. CUTTER
1887-1889

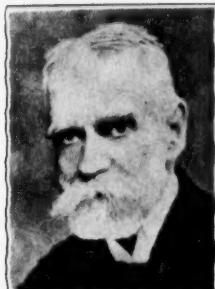


FREDERICK M. CRUNDEN
1889-1890



MELVIL DEWEY
1890-July, 1891
1892-1893

A. L. A. Presidents 1876-1933



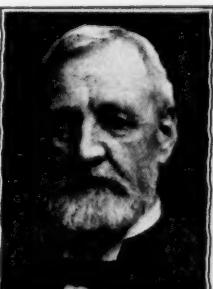
SAMUEL S. GREEN
July-Nov., 1891



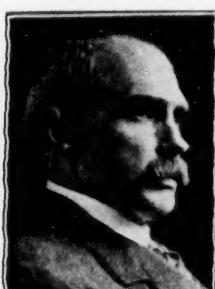
WILLIAM L. FLETCHER
1891-1892



JOSEPHUS N. LARNED
1893-1894



HENRY M. UTLEY
1894-1895



JOHN COTTON DANA
1895-1896



WILLIAM H. BRETT
1896-1897



HERBERT PUTNAM
Jan.-Aug., 1898
1903-1904



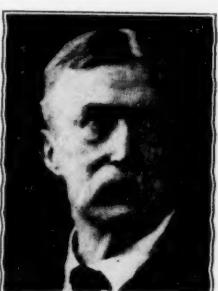
WILLIAM C. LANE
1898-1899



REUBEN G. THWAITES
1899-1900



HENRY J. CARR
1900-1901



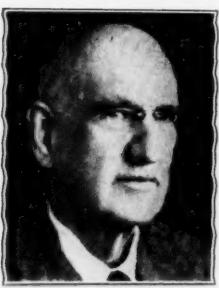
JOHN S. BILLINGS
1901-1902



JAMES K. HOSMER
1902-1903



ERNEST C. RICHARDSON
1904-1905



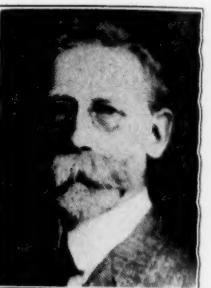
FRANK P. HILL
1905-1906



CLEMENT W. ANDREWS
1906-1907



ARTHUR E. BOSTWICK
1907-1908



CHARLES H. GOULD
1908-1909



NATHANIEL D. C. HODGES
1909-1910



JAMES I. WYER
1910-1911



MRS. THERESA WEST ELMENDORF
1911-1912



HENRY E. LEGLER
1912-1913



EDWIN H. ANDERSON
1913-1914



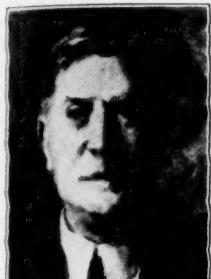
HILLER C. WELLMAN
1914-1915



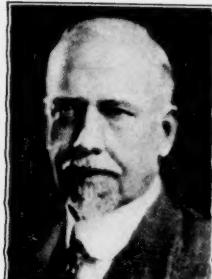
MARY WRIGHT PLUMMER
1915-1916



WALTER L. BROWN
1916-1917



THOMAS L. MONTGOMERY
1917-1918



WILLIAM WARNER BISHOP
1918-1919



CHALMERS HADLEY
1919-1920



ALICE S. TYLER
1920-1921



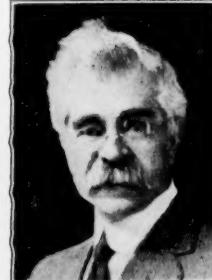
AZARIAH S. ROOT
1921-1922



GEORGE B. UTLEY
1922-1923



JUDSON T. JENNINGS
1923-1924



HERMAN H. B. MEYER
1924-1925



CHARLES F. D. BELDEN
1925-1926



GEORGE H. LOCKE
1926-1927



CARL B. RODEN
1927-1928



LINDA A. EASTMAN
1928-1929



ANDREW KEOGH
1929-1930



ADAM STROHM
1930-1931



JOSEPHINE A. RATHBONE
1931-1932



HARRY MILLER LYDENBERG
1932-1933

THE LIBRARY JOURNAL

October 15, 1933

Editorials

IN THE FIRST issue of THE LIBRARY JOURNAL, in 1876, Melvil Dewey expressed the faith



WE DO OUR PART

ranks with the free school. We hold that there is no work reaching farther in its influence and deserving more honor than the work which a competent and earnest librarian can do for his community." That this faith was justified is proven through the articles showing the progress of library work prepared for this number. Leading educators have come to recognize the public library as sharing equally with the school in the education of the people, business men have admitted the importance of libraries by establishing them in their own institutions or corporations, physicians have acknowledged the therapeutic value of books in hospitals and encouraged the forming of hospital libraries, county libraries have been established in thirty-five different states, and teachers have joined with children's librarians in encouraging and directing children's use of books and libraries. Much has been accomplished since the foundation stones of librarianship were laid two generations ago.

BUT WHAT of the future? Are librarians satisfied with the work accomplished or do they still feel there are new worlds to conquer? Again we turn to the articles in this number and we find, without exception, that each has faith—faith as great as the founders of the American Library Association—that the future holds large possibilities. In relation to research work in the library school Dr. Wilson feels that ". . . The achievements of the founders of the

American Library Association in 1876 were highly significant. The work of their successors has likewise been notable. However great this combined achievement may have been, it is not too much to think that it may be given new direction and greatly enriched if, through investigation, the library is shaped to new and more socially significant service." Miss Powers says of children's librarians: ". . . They are not resting on past laurels but are actively meeting the new problems brought upon them by current conditions with the same enthusiasm that has always carried them through." Mr. Mason speaks of the "uncertainty and stress of present-day changing conditions" not as a threat, but as a challenge to librarians. He feels that it is creating a need for library service in the field of adult education far beyond our present comprehension. Surely, with faith as great as this the future of the library as a vital part of the changing social order is secure, but venturesome leadership must be a thing of the future as well as of the past if the profession is to progress.

THE ACHIEVEMENTS of the founders of the American Library Association, so ably summed up by Dr. Wilson, have placed us under lasting obligations to them. Of the group of 100 registered as attending the 1876 Conference there are only two survivors—R. R. Bowker, editor in chief of THE LIBRARY JOURNAL, now in its 58th year, who celebrated his 85th birthday on September 4, and Charles Evans in his 84th year, busily engaged on the completion of the eleventh volume of his catalog of *Books Printed in America*. William Harden, librarian of Georgia's Historical Society, and Miss Alice Greene Chandler, advisory librarian and trustee of the Lancaster, Massachusetts, Town Library joined the A.L.A. in 1876, but neither were present at that year's conference in Philadelphia. This fact has caused confusion and the supposition that they belonged with the "Founders," according to Mrs. Carr, Chronicler for the A.L.A. The breadth of the scope of library work as visioned by these men and women is well portrayed in the recent reprint of articles and addresses, selected by Mrs. Drury, in *The Library and Its Home*, reviewed in this number. Among the twoscore librarians quoted are such names as Dewey, Larned, Poole and Winsor of the early days. "There were giants in those days." As we approach the new problems how often we turn back and reread the words of wisdom that fell from their lips. They builded well, they dreamed dreams and saw visions of librarianship as a great profession, and because of their achievements, we are better equipped to go forth with continuing courage.

Everybody's Business

"Librarians generally are very open-minded and have shown themselves willing to adopt improved methods and techniques that often represent a distinct departure from traditional practice. Practically all of the economies suggested in this article have been adopted by some libraries. Through their professional organization, the American Library Association, they have given special attention to the improvement of library personnel policies and to library methods. Librarians also have given considerable attention to the place of the library in the general governmental and social scheme and to library publicity. Through further experimentation in improving library organization and methods and by effecting constructive economies the libraries will be able to make available funds go farther in satisfying the demands of the public."

—C. E. RIDLEY and O. F. NOLTING
in *How Cities Can Cut Costs*.



"The Library can be of great assistance in these troublous times. Books are needed because the depression is inside as well as outside. The Library must prove to the Board that libraries, considered a luxury, are actually a necessity."

—W. H. CONWAY.

"If we shorten the hours of labor, and we are, what is going to be done with the leisure time? Where are the people going to congregate and what are they going to do with their time when they get together? Leisure time may be an advantage or it may be a positive danger. Loafing is not good for either old or young persons. If we are going to have shorter hours of employment, is it not well for us to make it possible for all those who desire to improve their mind, that they have an opportunity to read in our libraries, and be given access to the best books and the best magazines?"

—JUDGE DAN PYLE.

"It has been claimed that days of adversity are the ones which try the metal and prove the worth of a character. This is certainly a remarkable opportunity for librarians to do the work which is indispensable in maintaining the morale of the people who have this unusual leisure. Wholesome reading is invaluable and 'reading with a purpose' will mean much for the future."

—E. JOANNA HAGEY.

"... Now when millions of men and women are open to the influences of the library, is the time to equip the library to take its place as one of the leading factors in the education of the masses. The fat times of prosperity are wont to be heedless times. It is in the lean years that sentiment and theory begin to boil and sputter. Then it is that a nation needs every resource at its command to combat despair, bolster up morale, and turn discontent to constructive reform. It is of immediate concern to every man, woman, and child in the United States that the library be able to function at maximum efficiency, and it ought to be everyone's business to see that it can do so."

—HENRY SEIDEL CANBY.

"We know that a great deal of juvenile delinquency and crime could be prevented if more children could be supervised in their play and be induced to join play groups. And when we consider what it costs us in wasted human lives and in loss of property when they become criminals because of lack of such facilities, then I think we will agree that we can well afford to pay taxes for something that makes better citizens of the coming generation. This particularly important today when we must prepare young people for more leisure time . . . how strange it is that many communities are willing to cut their library appropriations as low as they have. . . . The libraries are an essential part of children's education and I am distressed at times to see how little appreciation there is in many communities of what educational value a library has for the children."

—MRS. FRANKLIN D. ROOSEVELT.

Book Reviews

The Library And Its Home¹

READING the last chapter of a book first is an amusing trick of some novel readers. And yet that is just what the reviewer did with this book, *The Library and Its Home*. He was curious to know why such a book prepared especially for librarians should conclude with an article written over forty years ago by William Ewart Gladstone. England's "Grand Old Man" of a half century ago might make a national budget as fascinating as fiction, but what value to library problems of today could there be in his paper of that day "On books and the housing of them."

Any one who may wish to gratify a similar curiosity will soon discover the range of vision, the refreshing style and the nuggets of lay wisdom that prompted Mrs. Drury to include it. By placing it in this collection she has given us a new treat with an old article and demonstrated the cosmopolitan character of her choice.

The literature of library buildings is limited in extent and scope. Most of it consists of fugitive articles in magazines and reports, plus a few pamphlets, reprints, a few book chapters and a small number of books. Only those who have had experience in planning and erecting buildings have much of consequence to say on the subject and they are generally too busy to write extensively about it. Even the Golden Age of Carnegie Gifts for library buildings brought forth no great work on buildings. Librarians are still lamenting the absence of a comprehensive and fully illustrated manual of library buildings.

And yet these "homes" of libraries have appeared in print many times since the beginning of the modern library movement, which is the period covered by Mrs. Drury's selections. "In this volume are brought together contemporary accounts of the distinctive elements in this movement, which has reached all types of libraries, but which show the trends most clearly."

There are approximately one hundred articles and addresses. Sixty-six are reprinted from *THE LIBRARY JOURNAL* and the rest of them from eighteen other sources, magazines, bulletins and reports. Of the sixty-two authors, forty-three are librarians, six are architects and ten are editorials from *THE LIBRARY JOURNAL*. It is a notable collection. The best idea of its fulness is shown in the eight page table of contents. It

presents the articles broadly grouped under sites; large public libraries; small library buildings; interior arrangement; college and university libraries; heating, lighting and ventilation of libraries; stacks and shelving; miscellaneous equipment. The wealth of detail represented can be visualized only through the excellent index of seventeen pages.

Here and there is even a sprinkling of spice, such as, how heterodoxy became orthodoxy, the present stage of piety in the library profession, in what part of a building a book agent may be held at bay, what kind of tables and chairs make boys and girls behave, and how one librarian thinks it more important to ventilate people than to ventilate reading rooms.

Included are descriptions of about three dozen library buildings representative of the classes enumerated. Unfortunately less than half of these are illustrated. Naturally those missing are the ones most wanted. Some of the illustrations and floor plans given are not clearly reproduced. This does not detract from their usefulness however so much as from their attractiveness.

This volume affords opportunity to study the evolution and expansion of the library from the old idea of book preservation to the present ideal of public service. It covers all sizes and types from the tiny village library to the Sterling Memorial; all kinds of problems from the selection of an architect to the final decoration and equipment; from architectural style to effective administration. Only fifty years ago a noted librarian said, "Every table on which a book is laid or used should be padded." It is a far cry from that day to the modern age of steel.

Among the twoscore librarians quoted are such high lights as Dewey, Larned, Poole and Winsor of the early days. In this noble company is also an imposing array of lower lights of the present generation.

No other work contains such a vast amount of reliable information on such a wide range of building topics. Though chosen primarily for their historic value, they embody principles and procedures that prevail in the practice of today. Until the long awaited manual of library buildings appears, this volume will come nearer to filling its place than any other book.

—WILLIAM F. YUST.

Montreal Conference Of A. L. A.

THE DATES for the Montreal Conference of the American Library Association have been set for June 25-30, 1934.

¹ *The Library and Its Home*; reprints of articles and addresses, selected and annotated by Gertrude Gilbert Drury. (Classics of American Librarianship, edited by Arthur E. Bostwick.) The H. W. Wilson Co., N. Y. 1933.

In The Library World

International Hospital Conference, Belgium

MRS. MARJORIE E. ROBERTS, secretary of the International Hospital Library Committee, gave her report, including brief accounts of the work in America, Australia, Austria, Belgium, Bulgaria, Canada, Denmark, Finland, France, Germany, Great Britain, Holland, India, Italy, Norway, Poland, Spain, and Sweden. The following conclusions were agreed to by the Conference:

In putting forward conclusions in respect of the development of Hospital Libraries for Patients, consideration has been given not only to the reports that have been received from many countries, but also to letters from other countries which show that the value of reading for patients is beginning to be recognized in principle, and that guidance would be welcomed. It is recognized that conditions and facilities vary in many parts of the world and that questions of vast distances, of scattered public libraries, and other sources for the supply of books, present real difficulties.

Realizing the recreational, therapeutic and educational value of reading for hospital patients, it is agreed:

1. That a library for patients is an essential part of the equipment of every type of hospital—non-infectious, infectious, mental, sanatoria and convalescent homes.

2. That every hospital should provide the necessary rooms for a central library.

3. That the books should be distributed regularly in the wards of hospital libraries, with the exception of infectious hospitals, in which the nurses are responsible.

4. That books should be obtained according to the methods most suited to each country, and the types of hospitals concerned:

(a) by loans of books kept for hospital use by Public Libraries.

(b) by a central hospital library organization.

(c) by individual organization within each hospital.

5. (a) That greatly increased attention be paid to libraries for Mental Hospitals.

(b) That wide selections of books be provided for sanatoria.

6. That the hospital library movement being young, and comparative study being especially valuable, Hospital Librarians of all countries be invited to join the Association for Hospital Librarians which is to be formed in Great Britain. Inquiries should be addressed to Mrs. M. E. Roberts, Red Cross Hospital Library, 48, Queen's Gardens, London, W. 2, England.

This last point—the formation of an Association for Hospital Librarians, should be given some emphasis to prevent its being lost in the other detail of the report.

Membership fee is one shilling, not ruinous, to cover postage and stationery. All hospital librarians are eligible and are urged to become members of this Association. You will be kept informed of what is being done in other countries

and will become more interested in what is being done in hospital libraries in your own by becoming a member. Send Mrs. Roberts your shilling (a post-office order will do it).

—PERRIE JONES,

International Hospital Library Committee.

New Library At Bogota, Colombia

ON AUGUST 7 ground was broken for the construction of a new building which will house the National Library at Bogota, Colombia. The architect is Dr. Pablo de La Cruz, of the Ministry of Public Works. The construction of this building is under the immediate direction of the Ministry of Public Works, with Dr. Juan de Dios Higuita in charge. Work is going forward very rapidly, as it is hoped to have the building completed by August 7, 1934. The cost of the new building, located in the Park of Independence, is to be 180,000 pesos.

Bulgarian Libraries Have Radios and Movies

ACCORDING to data from the Bulgarian Post Office, which collects all Radio taxes, there are seventy public libraries in Bulgaria supplied with radio receivers. Of these twenty are in town libraries and fifty in village public libraries. There are 131 public libraries (forty-nine town and eighty-two village) which own motion picture halls and 5,227 pictures, approved by a special Committee at the Ministry of Public Education, have been shown. Picture shows can be given only in halls owned by the public libraries and approved by the Ministry of Public Works. Children under 18 years are not allowed to attend unless the picture has been approved for juveniles. Posters advertising the shows and tickets are exempt from taxation and the importation of films destined for the public libraries is free from duties. Public libraries are obliged to show 200 meters of educational film together with the usual film, when the latter is not of an educational nature. The picture shows are not used entirely for educational purposes, but are a means of regular income and in some instances are the sole source of the library's income. Only on very rare occasions do libraries give free shows, usually to celebrate some holiday or anniversary.

Work Of Geneva Research Center

INTERNATIONAL affairs are being lifted out of the domain of autocrats and becoming a matter of vital and everyday concern for all of us. Inevitably with democracy in politics and with improvements in communications, aviation, movies, facilities for travel and the extension of business enterprise to the farthest markets, the field of public interest has expanded. No longer are the foreign relations of our government and of others a remote consideration left in the hands of the diplomats and experts. Their influence upon our well being, in our homes, is more direct and apparent than it ever was. It needs now no special knowledge or complicated reasoning to know that the situation, for instance, between France and Germany has had and will have an important bearing on the individual fortunes of most of us.

The movement is reflected not only in the greater attention given by governments and by the press to foreign affairs, but also in the manner of approach and the basic conceptions of modern intercourse between nations. In spite of repeated discouragement and of cynical criticism, the underlying idea of general cooperation is established more firmly than was dreamed of twenty years ago. Today it is no ideal. It has been forced upon us by circumstance, by the near exhaustion of unexplored territory and unworked markets. Our degree of success must depend on how genuinely we can throw off the traditions of competition and adapt ourselves to the necessity of cooperation.

The greatest organized agency to meet this requirement is the League of Nations. It has had its rebuffs from the old established nationalistic forces. It has had its successes. Whether its machinery is suitable or can be made adequate to fulfill its purpose is a highly controversial question. Nevertheless Geneva remains at present the active center of the world's effort rationally to adapt itself to modern conditions. Since all governments have acknowledged in principle the need of collaboration, Geneva is inevitably the hub of international affairs. Furthermore, the activity of the League extends far beyond political collaboration; and in its technical activities and coordinate economic, financial, commercial, educational, social and health work, it enlists the United States and other non-members to a degree not generally realized.

What goes on in Geneva, both within and without the League, and the information accumulating about it, concern everyone. How can one draw upon the resources of Geneva? The

newspapers in their daily reports cannot present a comprehensive organized view of events. The League publishes copious documents on its own work, which, while naturally of the first authority, are necessarily too detailed for ordinary reading, and are not correlated to the evolution of opinion in the various countries or to developments that have not been officially sanctioned.

To fill this need—to provide a continuous survey, concise and readable, yet accurate and objective—a group of expert observers, including James T. Shotwell, Malcolm W. Davis, Clarence A. Berdahl, Felix Morley, Pitman B. Potter, T. G. Spates, Jacob Viner, Arthur Sweetser and Benjamin Gerig, closely in touch with the League and other international activities has organized the Geneva Research Center. It serves the requirements for information of individuals and institutions interested in international affairs, and digests and makes available in practical form for the general reader the mass of important news concentrating in Geneva.

This organization issues two publications: a monthly review of international affairs, "Geneva" and a series of twelve pamphlets a year on current international subjects, "Geneva Special Studies." The World Peace Foundation, 40 Mount Vernon Street, Boston, Mass., is the agent for these publications in the United States.

—C. C. McIvor.

Austin Library Club

IN AUSTIN, Texas, a club of librarians was formed early in the summer which is somewhat unique in that there are no officers, no dues, no list of members, and no constitution. There is only an executive committee of three members, one of the duties of which is either to appoint a program director for each meeting or to plan the programs. There is no regular place of meeting, the place being arranged for each time by either the program director or the executive committee.

The object of the first meeting held in May was to give all the librarians in town an opportunity to hear reports from those who attended the meeting of the Texas Library Association, held in Wichita Falls, and the Conference of Southern Leaders, held at the University of North Carolina in April. The club is now busy making plans for the entertainment of the Library Section of the Texas State Teachers Association which will meet in Austin in November. There are usually about forty librarians in attendance at the meetings of the Club. They represent all of the libraries in town.

—LENOIR DIMMITT, *Chairman.*

Among Librarians

Necrology

JOHN LAWRENCE MAURAN, vice-president of the St. Louis Public Library Board and formerly president of the Mercantile Library Board of the same city, died in Peterboro, N. H., on September 23. Mr. Mauran had been spending the summer at his country house in Dublin, N. H., and was taken to the hospital in Peterboro to be operated on for appendicitis. Complications resulted fatally in a few days. Mr. Mauran was born in Providence, R. I., in 1866 and graduated from the Massachusetts Institute of Technology in 1889. He practised as an architect in St. Louis for forty years, and designed some of the finest buildings in that city. From 1916 to 1918 he was president of the American Institute of Architects. His service to both the St. Louis libraries was noteworthy, being especially valuable in connection with the design, construction and repair of library buildings.

—ARTHUR E. BOSTWICK.



ALICE D. SARDESON, Pratt '30, librarian of the Neptune High School, Ocean Grove, N. J., died on August 10.

Appointments

WINIFRED EISENBERG, Simmons '26, has left the Norfolk, Va., Public Library to become assistant librarian of the Krauth Memorial Library, Lutheran Theological Seminary, Mt. Airy, Pa.

ELEANOR JANE GANFIELD has recently been appointed librarian at Carroll College, Waukesha, Wisconsin.

LOIS GIBSON, Simmons '26, has joined the staff of the Parlin Memorial Library at Everett, Mass.

MARY ORMOND HEALD, Pittsburgh '33, has been appointed librarian of Hinds Junior College, at Raymond, Miss.

MARION JOAN HERBERT, Simmons '33, has been appointed librarian at Barre, Mass., Public Library.

MARY D. HERRICK, Simmons '29, is reorganizing the library at Cumberland Mills, Maine.

PEYTON HURT, California '33, has just been appointed an assistant in the library of the Bureau of Public Administration and instructor in the School of Librarianship, University of California, the latter with the purpose of preparing a course on the use of the library.

MARION C. LOKES, Drexel '33, has been appointed librarian of the Public Schools, Riverside, N. J.

ELIZABETH CURRY LONG, Pittsburgh '33, has received an appointment as librarian in the Connellsville, Pa., High School.

DR. WILLIAM J. McCRAKEN, for the past two years president of the Library Board in Oakland, Cal., Free Library, was elected a member of the City Council in May 1933, to take office July 1, and on July 1 Dr. McCracken was elected mayor, by the Council.

MARGARET MAHON, Pittsburgh '31, was recently appointed assistant in the Greenville, S. C., Public Library.

JOHN RUSSELL MASON, Columbia '33, has been promoted from associate librarian to librarian of the George Washington University, Washington, D. C., succeeding Alfred F. W. Schmidt, who has been with the University since 1906 and who will now devote his entire time to teaching and directing the *Division of Library Science* at the George Washington University.

EVELYN MEYERS, Washington '31, has been appointed librarian of the Bremerton, Wash., Public Library.

MARGARET MORGAN, Drexel '33, is now librarian at the North Fond du Lac, Wis., High School.

MARGARET O'CONNOR, Pratt '32, has been appointed classifier at the Queens University Library, Kingston, Ontario.

JEANNE E. PELTON, Drexel '33, is librarian of the East Stroudsburg, Pa., State Teachers College.

BYRNINA SMITH, Washington '32, is now children's librarian of the Wenatchee, Wash., Public Library.

SARA LOUISE SMITH, Pittsburgh '33, is now librarian of the University High School at Oxford, Miss.

VIRGINIA SNAVELY, Simmons '28, has been appointed reference assistant at the University of Pennsylvania Library.

ELENORE STUVE, Pittsburgh '33, has been appointed librarian of the Blairsville, Pa., High School.

ELVA VAN WINKLE, Simmons '32, formerly an assistant on the staff of the Utica, N. Y., Public Library in the Children's Department, has recently been made head of that department.

MRS. ZOE H. WRIGHT, Columbia '31, has been appointed hospital librarian for the University of Iowa General Hospital and Children's Hospital, Iowa City, Iowa. This appointment began September 15.

Articles, Pamphlets, Booklets

We have listed here articles, booklets, and pamphlets, relative to the public library's leisure program, available free or for a small charge. Please mention THE LIBRARY JOURNAL in requesting material.

Old Furniture Restored. By Florence E. Wright. How to make old worn-out and discarded furniture attractive and serviceable. Gives complete, detailed directions. Webb Publishing Co., 55-79 E. 10 St., St. Paul, Minn. 25¢.

Representative Designs of Indian Art. Denver Art Museum, 1300 Logan St., Denver, Colorado, plates available: 4 of Sioux beadwork design elements; 4 Pomo basketry designs; and 15 Pueblo pottery designs, 8 of which are in color. Each design is 8x10 inches in size. Sold for 5¢ each or \$1 for the lot.

Turkeys. By A. C. Smith. A book containing the latest and most reliable information available on all branches of turkey raising. Webb Publishing Co., 55-79 E. 10 St., St. Paul, Minn. 50¢.

Visual Presentations for Salesmen. Report of a research committee of the National Industrial Advertisers' Assn., 537 S. Dearborn St., Chicago, Ill. 50¢.

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New Directory of Commercial Textile Laboratories. Complimentary copy will be sent, free of charge, to librarians. The Textile Foundation, Commerce Building, Washington, D. C.

Eleven Kitchen Conveniences. Blue print showing by detailed diagrams how to make various kitchen conveniences. Webb Book Pub. Co., 55-79 E. 10th St., St. Paul, Minn. 25¢.

The Calendar Of Events

October 16-21—American Library Association, annual meeting at Stevens Hotel, Chicago, Ill.

October 16-21—Iowa Library Association, annual meeting at Chicago, Ill. Dinner and business meeting October 17 at Stevens Hotel.

October 16-21—National Association of State Libraries, annual meeting at Stevens Hotel, Chicago, Ill.

October 16-18—Michigan Library Association, annual meeting in connection with the A.L.A.

October 16-18—Special Libraries Association, twenty-fifth annual meeting at Congress Hotel, Chicago, Ill.

October 16-21—Wisconsin Library Association, annual meeting in connection with the American Library Association.

October 20—Maryland Library Association, joint meeting with Maryland Public Library Advisory Commission at Baltimore, Md.

November 1-3—Nebraska Library Association, annual meeting at Lincoln, Neb.

November 2-3—New Mexico Library Association, annual meeting at Albuquerque, N. M.

November 2-4—Georgia Library Association, biennial meeting (postponed from May) at Georgian Hotel, Athens, Ga.

November 8-10—South Dakota Library Association, annual meeting in Yankton, S. D.

November 10-11—Kentucky Library Association, annual meeting at the Eastern Kentucky State Teachers College at Richmond, Ky.

November 16-17—Mississippi Library Association, annual meeting at Jackson, Miss.

December 7-9—Indiana Library Association, joint meeting with Indiana Library Trustees Association and Indiana Historical Association at Indianapolis.

Free For Transportation

THE METROPOLITAN Life Insurance Company Library, One Madison Avenue, New York City, has unbound files of *Science Magazine* covering 1927 through July 1933, which it will give to any library wishing to pay transportation charges.

Library Positions

THE UNITED STATES Civil Service Commission announces the following-named open competitive examinations: Librarian Positions. Applications for the positions of junior librarian, library assistant, junior library assistant, under library assistant, and minor library assistant must be on file with the U. S. Civil Service Commission at Washington, D. C., not later than October 19, 1933. The examinations are to fill vacancies occurring throughout the United States. The entrance salaries range from \$1,260 to \$2,000 a year, less a deduction of not to exceed 15 per cent during the fiscal year ending June 30, 1934, as a measure of economy, and to a deduction of 3½ per cent toward a retirement annuity. Certain requirements as to education and experience are prescribed. Full information may be obtained from the Secretary of the United States Civil Service Board of Examiners at the post office or custom house in any city, or from the United States Civil Service Commission, Washington, D. C.

Position Wanted

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STATE OF NEW YORK { ss.
COUNTY OF NEW YORK { ss.

Before me, a Notary Public in and for the State and County aforesaid, personally appeared Frederic G. Melcher, who, having been duly sworn according to law, deposes and says that he is Vice-President of the R. R. Bowker Co., publishers of the LIBRARY JOURNAL, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption required by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse side of this form, to wit:

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Managing Editor	BERTINE E. WESTON
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Publication Manager	ALBERT R. CRONE
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FREDERIC G. MELCHER, Vice-President.

Sworn to and subscribed before me
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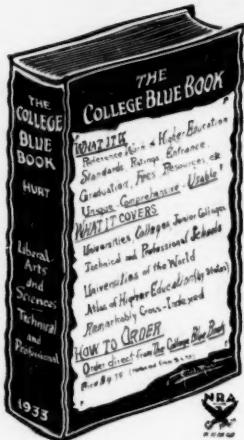
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